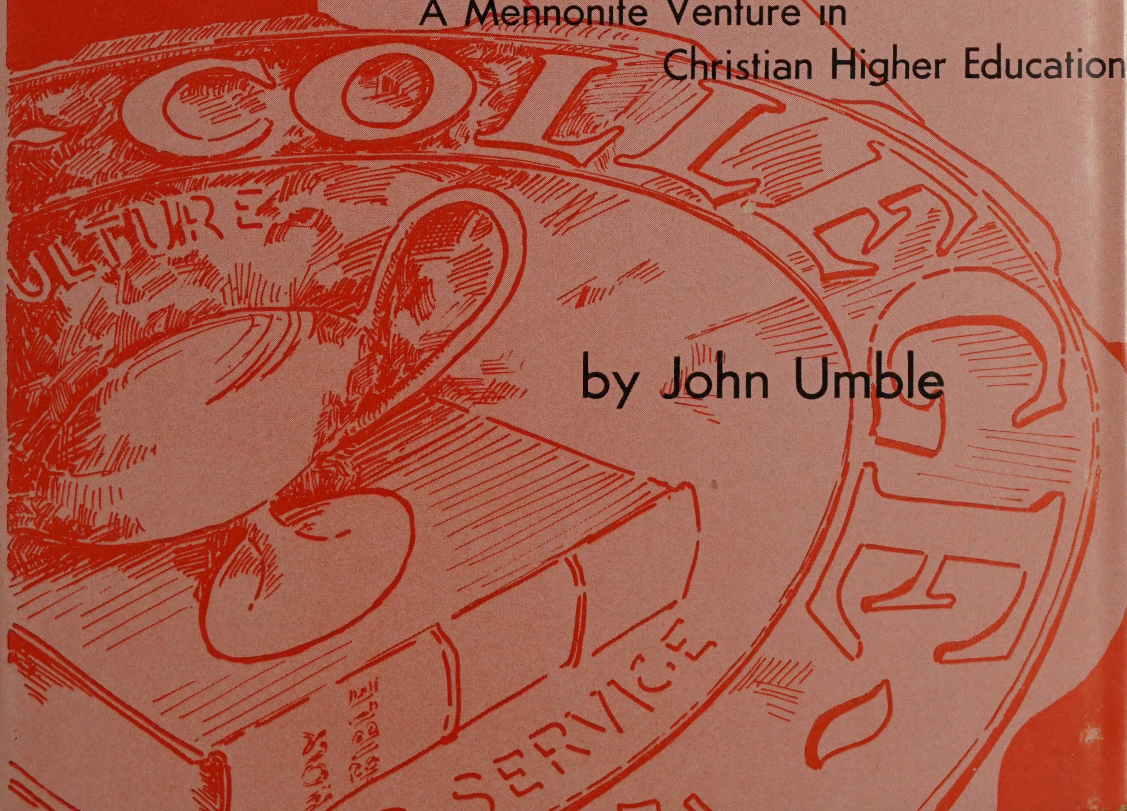


GOSHEN COLLEGE

1894-1954

A Mennonite Venture in
Christian Higher Education

by John Umble



Goshen College

1894-1954

Probably less than a dozen people now living knew of the founding of the Elkhart Institute of Science, Industry, and the Arts when Dr. Henry A. Mumaw opened his school in the G.A.R. Hall on South Main Street in Elkhart in August, 1894. The real history of this school, the predecessor of Goshen College, actually began in 1895 when the founder shared his interest with a board of trustees elected by the Elkhart Institute Association who erected a two-story brick building on Prairie Street and elected John S. Coffman president of the Association.

A new era began with the election of N. E. Byers as principal in 1898. He organized a complete, accredited high school which became Goshen College in 1903. By the time of his resignation in 1913 he had added an accredited four-year college course. During the next ten years four presidents served the institution.

In 1923 the Board closed the school for one year, and reorganized it in 1924 with a new president and an almost entirely new faculty and student body. During these thirty years the institution has weathered a major financial depression and a second world war. It has won the confidence of its constituency, has more than trebled its student body and physical plant, and has attracted and retained a well-prepared faculty.

The college has played a leading part in the transition of the Mennonite Church from a policy of isolationism to acceptance of an obligation for worldwide Christian evangelism and service. Its faculty members have served the church in strategic areas.

From its meager beginnings sixty years ago Goshen College now holds a position of respect and dignity among church-related colleges in America. With its accredited College of Liberal Arts, Collegiate School of Nursing, Biblical Seminary, and Department of Teacher Education it is rendering a high type of service to the young people of its constituency.

Goshen College 1894-1954

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GOSHEN COLLEGE

1894-1954

A Venture in
Christian Higher Education

JOHN SYLVANUS UMBLE

Professor Emeritus of English and Speech
Goshen College

GOSHEN COLLEGE
GOSHEN INDIANA

1955

Dedication

To my wife, Alice, and to the members of her family who potently furnished the inspiration for maintaining a strong bond with Goshen and Goshen College

To my Colleagues on the Goshen College Faculty who have taught me many of the deeper secrets of happy Christian Community living and service

And

To my Fellow Alumni—Classmates in the early years and Students in my classes during the past third of a century—whose kindnesses to me and my family have embellished our life with beauty and significance

This volume is gratefully and affectionately dedicated

Preface

To be drafted to write the official history of his Alma Mater bestows upon an alumnus an appreciated honor, but it also lays upon him a humbling responsibility. He realizes that he must present controversial issues on which diametrically opposite views have become crystallized. He knows that it will be impossible to present the incidents of the history in a manner universally acceptable. He is obliged in the words of the director of research in a certain midwestern university to "go where your facts lead you even if they take you out a second story window." He must go about his task conscientiously in the firm conviction that a story truthfully told will embody its own lesson. Finally, he must trust that after time has bleached the bitterness out of the tapestry, posterity will approve his findings and applaud his effort.

The writer found his connection with the school from August 1899 to the present as student, alumnus, and instructor helpful in providing continuity and factual background for his work. He delivered the annual alumni address in 1911 and toasted at the annual alumni banquet in 1918.

Mrs. Umble's interest in the school and her family connections have furnished another bond with Goshen College. She was a student at the Elkhart Institute in 1900-1, a member of the graduating class in 1901, and an instructor in the Elkhart Institute and Goshen College 1902-4. She is a cousin of N. E. Byers and of two early instructors, F. S. Ebersole and A. E. Kreider. Her family moved to Goshen in 1906 and her father, the late Amos S. Landis, was deacon of the college congregation until 1923. Annual visits to the home of Grandfather Landis kept the writer informed about Goshen College.

In the fall of 1952 after being released from his other duties except for part-time teaching and assignments in the office of public relations, the writer began research in the official records—administrative correspondence, faculty minutes, annual reports of administrative officers, also manuscript and printed reports of the Mennonite Board of Education and its officers and committees. College publications and other printed materials including the *Herald of Truth*, the *Gospel Herald*, *The Christian Evangel*, *The Christian Exponent*, the writer examined with scrupulous care. This required more than eight months with the expert assistance of Nelson P. Springer, college archivist.

Following additional months of writing, correcting, and revising, the writer submitted the manuscript to an advisory committee—Ernest E. Miller, Leland Bachman, Melvin Gingerich, and J. Forrest Kanagy—appointed by the Mennonite Board of Education and the college administrative officials. The Board had requested also that Nelson E. Kauffman, President Emeritus Sanford C. Yoder, and S. F. Coffman, secretary of the Board for many years, should read and criticize the manuscript. To all of these the writer is grateful for helpful suggestions and criticisms in improving the work.

The writer on his own initiative submitted the manuscript in whole or in part to the following former presidents, deans, business managers, and instructors: N. E. Byers, F. S. Ebersole, J. E. Hartzler, H. Frank Reist, D. S. Gerig, Paul E. Whitmer, S. W. Witmer, J. J. Fisher, A. E. Kreider, Silas Hertzler, H. S. Bender, Olive Wyse, N. P. Springer, C. L. Graber, and G. F. Hershberger. All of these gave valuable suggestions.

The writer is especially indebted to Mr. and Mrs. J. J. Fisher for reading the entire first draft with meticulous care and for their searching criticism of the style and the arrangement of the material. Special thanks are due also Melvin Gingerich for giving his time in frequent and sometimes prolonged conferences on various details of composition.

After the text was completed the committee requested Mr. and Mrs. Roy Umble to submit it to a careful reading with a view to polishing the rhetoric. Many of their suggestions were incorporated in the manuscript.

The page limits (320 pages) set for the book by the advisory committee made it necessary to condense the first draft of the manuscript nearly one third. In some respects this improved it but the revision eliminated much interesting background material and many illustrative incidents. These are available to scholars in the archives of the Mennonite Church at Goshen College.

Since it was not possible to incorporate all of the suggestions of those who read the manuscript, they cannot be held responsible for any facts omitted or included. The writer assumes full responsibility for the entire text of the manuscript. For assistance in selecting illustrations and arranging the details of publication, the writer acknowledges his indebtedness to the members of the Goshen College History Publishing Committee: Leland Bachman, Melvin Gingerich, and E. E. Miller.

JOHN UMBLE

August 7, 1954

Introduction

One of the projects proposed by the administration and approved by the Executive Committee of the Mennonite Board of Education as part of the fiftieth anniversary of Goshen College was the preparation and publication of a history of the College. The history was to cover not only the main events of Goshen College but also of its predecessor, the Elkhart Institute. The Elkhart Institute was opened in August 1894 and the history continues with events of Goshen College up to August 1954, thus covering sixty years of higher education in the Mennonite Church.

There was ready agreement that Professor John Umble was the appropriate person to write this history. He knew the institution intimately and personally over a long span of years. He was a student at the Elkhart Institute and at Goshen College during the years from 1899 to 1901 and again during the year 1904-5. Following a period of years in which he served as a layman active in the Sunday-school work of the Mennonite Church he came back to the institution in 1925. This time it was to serve as instructor in English. Out of the total sixty years he was actually in the institution for thirty-two years. He also knew personally, as former fellow students or as friends or relatives, many of the members of the faculty and officers of administration who served the institution during the period he was not on the campus. He was closely associated with the activities of the Alumni Association. He was the editor of the directory of the Alumni Association of Goshen College published in 1951. He did much to build up a spirit of loyalty to the institution among this group. He had continual experience in narrating the events of the College by editing for a number of years the *Alumni News-Letter* and in writing college happenings for the local and church press. It was clear that he was ably qualified to do the task.

Although many persons have helped in different ways to determine the content and organization of this history, yet the book is primarily Professor Umble's production. He is the author and although he has repeatedly said he is only a narrator of the facts of history and not an interpreter, yet the narration of these facts breathes something of his personality and he interprets these facts of the past half century not altogether aloof from his own educational philosophy. This is as it should be. Professor Umble has accomplished a difficult task in a way

which will have the approval of the very large majority of those who have been direct participants in this venture in Christian higher education. All the friends of the College will be grateful to him for bringing this story together. It is a fitting climax to his twenty-nine years as professor of English and Speech at the institution.

In sixty years there are in connection with any institution certain achievements and certain failures. Professor Umble has set out both the achievements and the failures of Goshen College. He has set these down as he found them recorded in files and pamphlets and as he has remembered them or as they were told to him. He has wisely tried to refrain from making critical comment on the work of persons still living as well as those no longer with us. This is difficult to do. When the facts of history seem to the historian to point to certain clear-cut conclusions it is only natural that he feels the conclusions should be stated, if for no other reason than that we might all profit from an error that may have been made. But the facts themselves speak their lesson to those who understand. And indeed to formulate good judgment requires a long perspective of the ongoing years.

Professor Umble indicates that at times there was an unhappy relationship between the Church and the College. He believes the facts indicate this was true not only during the days of the Elkhart Institute but also during the first twenty-five years of the history of the College. Perhaps he would agree that at no time was there complete concord. He feels that the unhappy relationship in the beginning was primarily due to the cultural lag of the church body operating the school, although he states that in part also the discord was due to a failure on the part of the church people in the school to explain correctly and to practice the new cultural patterns which they sought to bring about. He emphasizes repeatedly the importance of the recognition of this "cultural lag" as the outstanding reason for the failure of college and church leadership to understand each other. Without doubt this tardiness of the church cultural lag was a frustrating, divisive factor. To a degree it always is. An educational institution is continually discovering new areas of knowledge and seeks constantly to unfold and re-explain various facets of truth in terms of the culture in which it operates. This places it in a state of tension with its surrounding culture. This tension is lessened in so far as there is good communication between the educational institution and the church society it seeks to serve. Is it possible that through a much more extensive speaking and writing program a good deal has been done in recent years to bring about a better understanding between school and church? If this is so, then the process of good communication must go on continuously.

Through the years Goshen College has attempted to maintain a good educational program. She has tried to keep pace with the good educational procedures in our American educational system. In the very beginning the emphasis of courses was on the professional side. Prominent in the curriculum were courses in normal training, in oratory and in commerce. Such courses would quickly lead students into jobs. But soon the four-year Latin-Scientific course was introduced and there was an emphasis on the classics. Ever since that time the institution has carried forward both of these programs. At times they were carried forward with good integration and sometimes less so. But the leadership of the institution has always recognized both of the emphases as a correct part of a good educational process for all individuals. And they have sought to carry on an education which, in its purpose, philosophy, and method, would commend itself to the state and national accrediting agencies. This did not mean that the purpose and philosophy of the institution need necessarily to be identical with that held by the accrediting agency but only that the program of the institution was integrated and carried on in a good way. The institution has, therefore, sought and received the accredited recognition of general and professional accrediting agencies. This, Professor Umble has pointed out in a review of the educational method of the College during the years.

From the very beginning the cause of higher education among Mennonites was linked with the cause of missions and service. Although the present motto "Culture for Service" was not officially adopted until 1903, yet among the students of the beginning years was the feeling that they wished to be considered a part of the Church and wished to share in bringing Christ and His message to the world. Something of this spirit has characterized all succeeding generations of students. This spirit was central in the teaching of the faculty and dominant in the spirit and activity of the student body. Unhappily, it was not always possible or at least it was not always accomplished that an expression of this moving spirit was channeled through the regular institutions of the Mennonite Church. Professor Umble shows reasons in his record why this was so. He also points out that with the years there has been an increasingly good understanding in the readiness to allow the church channel to be the open channel. Of greater significance is the fact that through the years and today many hundreds of young men and women have gone and are going from the institution into missions, into relief, into pastorates, and into many areas of voluntary service at home and abroad. Symbolic of this is an early student of the Elkhart Institute, Jacob Burkhard, who lies buried "under the mango tree" in India. Also symbolic of this is the tombstone in the cemetery of the Blooming Glen Mennonite

Church in Bucks County, Pennsylvania, on which has been inscribed the simple phrase "Memorial—Clayton H. Kratz, November 5, 1896—Went to Russia in 1920." Although no one knows where his body is buried, his name is inscribed in the hearts of thousands because he gave his life in Christian service.

In this history the author has tried to tell how Goshen College started, how she grew through trial and error, and what she is today. There are many phases to the work of the College: academic, religious, social, and financial. It is difficult, in writing history, to make the proper selection of incidents and pictures from the great mass of happenings. Professor Umble has worked diligently and well to select, from the great multiplicity of material available, those incidents and pictures that would most truly portray the Christian spirit of the institution. It is hoped that out of this story, a venture in Christian higher education in the Mennonite Church, will come an understanding out of which will grow a greater united loyalty of church, alumni, and faculty, which will in turn result in a more fruitful effort in the task of education for Christian discipleship in the days that are ahead.

ERNEST E. MILLER

August 9, 1954

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Chapter I

The Elkhart Institute

Goshen College began as "The Elkhart Institute of Science, Industry, and the Arts," a private school founded in the city of Elkhart in 1894 by Dr. Henry A. Mumaw (1850-1908), a homeopathic physician and a member of the Prairie Street Mennonite Church. The first catalog states that the school was "established August 21, 1894." He was aided during the first year by Aaron C. Kolb (1871-1937), who became his son-in-law. Classes met in the Shiloh Field G.A.R. Hall in Elkhart. According to his daughter, Mrs. Phoebe Mumaw Kolb (1872-), the school opened on Tuesday, September 21, 1894, with four students. At first it was an evening school and offered primarily academic and commercial courses to supply persons engaged during the day with needed facilities for acquiring practical business and English education.

The Elkhart Institute of Science, Industry, and the Arts was not the first school Dr. Mumaw organized or in which he taught. One of his earliest schools was in partnership with a Mr. Rumbaugh at the Wooster Mercantile College, Wooster, Ohio. In October 1882 he opened in Elkhart, Indiana, in the third story of the Rice Block the "Elkhart English Training School." Mumaw served as principal and one of the instructors and is said to have employed ten or eleven other instructors. This school continued for several years. He is said also to have organized a school in Nappanee during the time that he was practicing medicine at that place.

When the Elkhart Institute was founded in 1894 Elkhart, a thriving little city with a population of fourteen thousand, was located on the Lake Shore and Michigan Southern, the Big Four, and the Elkhart and Western Railroads. It sustained three weekly and two daily newspapers. The location of the Mennonite Publishing Company in the city of Elkhart made it a cultural center of Mennonitism in the Middle West. John F. Funk (1835-1930), part owner and manager of the company, had been inviting and attracting young people of talent and giving them employment in publishing work.

Although it has come to be almost traditional to consider that John S. Coffman (1848-99) and John F. Funk had much to do with the begin-

ning of the Elkhart Institute in 1894, there seems to be little documentary evidence to sustain that tradition. John F. Funk had visited the "Friends School" in Philadelphia on one occasion in 1888, had written an enthusiastic description of the school and pointed out that "our Mennonite people would do well to lay ahold of this some time," but he seems to have taken little interest in the founding of the Elkhart Institute in 1894 by Dr. Mumaw. On February 11, 1896, when the Elkhart Institute Building was dedicated he was ill and could not attend the exercises on the first evening. His diary mentions that a large number of people were in attendance. In the entry for the next day he simply wrote that he attended the exercises in the evening of February 12. J. S. Coffman also seems to have had only a passing interest in the Elkhart Institute during the first year of its operation, except as he seems to have sensed in it the possibility of developing a church institution.

Not only does the *Herald of Truth* published by Funk have no reference to the Elkhart Institute during its first year but from 1888 to 1895 there seem to be no articles on the subject of education. The *Young People's Paper* printed at Elkhart in 1894 contained a few general articles on the subject. The foregoing facts seem to indicate that Dr. Mumaw's daughter probably is right in stating that apparently it was not the intention of Dr. Mumaw to establish a church-controlled educational institution. His varied interests and hobbies along cultural lines led him to open institutes and evening schools as a private venture patterned after private normal schools which were popular during the latter part of the nineteenth century.

During its first year "The Elkhart Institute of Science, Industry, and the Arts" offered four ten-week terms and a summer term of eight weeks. F. A. Hosmer, a brilliant young Christian student who held the degree Bachelor of Philosophy from the University of Wooster, was the first principal and also the main teacher during the first year. Like other private normal schools of this type this school was chiefly a commercial enterprise and was designed especially to train elementary school teachers, bookkeepers, and stenographers. A popular appeal to prospective students was to promise quick results. Short courses gave a minimum of preparation for a business position. Dr. Mumaw awarded a number of diplomas during the first year.

According to tradition some northern Indiana Mennonites and Amish Mennonites felt that the school would be more successful and would make a larger appeal to their young people if it were owned and controlled by a Mennonite board of directors instead of being operated by a single individual. Accordingly Dr. Mumaw with fourteen other mem-

bers organized a stock company called the Elkhart Institute Association and incorporated it under the laws of the State of Indiana on June 13, 1895 with the following officers all of Elkhart: Dr. H. A. Mumaw, president; J. S. Hartzler, vice-president; Aaron C. Kolb, secretary; and Herman Yoder, treasurer. The dominant purpose of the corporation was to establish an educational institution under strong Christian influence. Dr. Mumaw proposed in the next five years to raise at least fifty thousand dollars for equipment and permanent endowment.

The school was only in a limited sense a Mennonite institution. It had no organic or official connection with the Mennonite Church but was a local institution controlled by a board of directors consisting of nine members, all members of the Mennonite Church. In 1895 as soon as the organization had been formed and the officers elected, J. S. Coffman began an active campaign to sell stock in the new corporation.¹ Among the scant manuscript records that have been preserved is a folder in the handwriting of John S. Coffman containing the original subscription list of one hundred eighty-seven purchasers of Elkhart Institute stock. It is surprising how many of these are from eastern Pennsylvania and from Canada where John S. Coffman had made firm friendships during his evangelistic tours a number of years earlier.

Existing records contain an inventory of the chattels transferred to the Elkhart Institute Association by Dr. Mumaw in 1895.² During that summer the new board erected a building on Prairie Street opposite the Prairie Street Mennonite Church at a cost of seven thousand dollars. The location of the site proved unfortunate. An underground water course flowing under the building flooded the basement during spring freshets sometimes putting out the fire in the furnace.

The opening exercises in the new building on Prairie Street on February 11-12, 1896, had been widely advertised and a large audience of friends filled Institute Hall. On Tuesday evening, February 11, J. S. Coffman delivered his noted address, "The Spirit of Progress."³ W. E. Tower, the principal, spoke on the "Practical Benefits of School Training" and Rev. F. E. Knopf, another of the instructors, delivered an address on "What Is Your Life?" On the second evening, J. S. Hartzler gave the invocation, Professor W. D. McKenzie of Chicago the principal address, and J. S. Coffman pronounced the benediction.

Division Between the Elkhart Institute and the Prairie Street Congregation

When the Board reorganized in April 1896 at the end of the first year some of the directors felt that it would be an advantage to elect J. S.

Coffman president of the Board, so that in his evangelistic tours he might advertise the new "church school." Accordingly Coffman was elected president; J. S. Hartzler, vice-president; Dr. Mumaw, secretary; and Herman Yoder, treasurer. Dr. Mumaw was not too happy with the new arrangement. In June he resigned. Then Fred W. Brunk was appointed vice-president and Hartzler secretary. This accentuated difficulties already existing within the Prairie Street Mennonite congregation. In 1898 the stockholders re-elected Coffman, Mumaw, and Hartzler to the Board of Directors. H. A. Mumaw was elected secretary of the Board but on the same day he tendered his resignation.

At this meeting (February 12, 1898), the Board gave an optimistic financial report. The debt of the Association had been reduced by more than eleven hundred dollars during the previous year. The report in regard to the student body was no less optimistic. In the year 1896-97 no students had entered with the intention of completing the full course. During the year 1897-98, however, ten per cent of those in attendance at the close of the business year expected to finish a four-year course. In 1896-97 only twenty-two per cent of the students in attendance at the Institute had been members of the Mennonite Church or were the children of Mennonite parents. During the year 1897-98 this class of students constituted thirty per cent of the enrollment. The Board was looking forward to employing an all-Mennonite faculty during the next year (1898-99). It was in September 1898 that N. E. Byers began his long and fruitful service to the cause of Mennonite education first as principal of the Elkhart Institute (1898-1903) and then as the first president of Goshen College (1903-13).

After Dr. H. A. Mumaw sold his interest in the Elkhart Institute Association and severed his connection with the Elkhart Institute he established on September 13, 1898, "The Elkhart Normal School and Business College."⁴ Following the organization of Dr. Mumaw's "normal school" the Elkhart Institute Association was incorporated on December 13, 1898. The existence of two schools in the same city conducted by members of the Prairie Street congregation, already suffering from strife and factionalism, led to a movement to consolidate the two schools. The plan sponsored by the Mennonite Publishing Company, the Elkhart Normal, and certain members of the Prairie Street congregation, was an attempt by the friends of Dr. Mumaw to regain control of the Elkhart Institute.

Relations between the Elkhart Institute on the one hand and the Prairie Street Mennonite Church and the Mennonite Publishing Company on the other were becoming more and more strained. On April

29, 1899, J. S. Coffman resigned as president and director of the Elkhart Institute Association. His resignation was to take effect on or before the next regular meeting of the Board on June 3, 1899. The reason for his resignation was a feeling of opposition toward him personally by parties outside the Association and in no way connected with the school. But he feared and believed that the opposition was hurtful to the prosperity of the school. His letter of resignation concluded with the words, "With many thanks for your faithful cooperation, and for the kindness shown me while officially associated with you, and an assurance that I am ready at all times to render you every service possible as a stockholder, I subscribe myself a most ardent Friend of the School and an affectionate Brother to all the members of the Association." Before the next meeting of the Board the Institute lost by death this valuable friend and counselor.

J. S. Coffman's fruitful life of service to the Mennonite Church and to the cause of education of her young people came to an end in July 1899 at the early age of fifty-one. He had made evangelism and missions in the Mennonite Church synonymous with Christian life and service. He personally brought into the Church many of her ablest and most influential workers in the new era that was dawning at the end of the nineteenth century. He was the editor of the first series of Mennonite Sunday School Lesson Helps, issued as a monthly in 1890 and later as a quarterly. He literally poured out his life for the cause of Christian education in the Mennonite Church and made many friends for the Elkhart Institute especially in Canada, Pennsylvania, Ohio, and Illinois. By his own unaided efforts he sold most of the stock that erected the first building and supported the work during its infant years. Never narrowly sectarian he was nevertheless a firm believer in the doctrines and principles of the Christian faith as taught and practiced by the Mennonite Church. His utter selflessness, his saintliness, and his openhearted friendliness were not able to ward off misunderstanding, misrepresentation, and depreciation. Many of his friends felt that he was hastened to an untimely end because his tender sensitive spirit could not bear the abuse heaped upon him.

Prior to the annual meeting of the Elkhart Institute Association on August 19, 1899, a publishing house committee proposed one set of candidates and wrote letters soliciting proxies from the stockholders. The directors of the Elkhart Institute Association sought support for another set. The stockholders elected to the Board of Directors two of the seven men proposed by the Publishing House Committee and three of the five proposed by the directors of the Elkhart Institute Association. From the group of seven the stockholders elected John Good and A. B. Kolb

and from the group of five, M. S. Wambold, C. K. Hostetler, and Lewis Kulp. When the Board of Directors organized they elected M. S. Wambold, president; C. K. Hostetler, vice-president; J. S. Hartzler, secretary; and Lewis Kulp, treasurer. Hence, the net result of the agitation for a realignment of officers was to give the management of the Elkhart Institute a firmer grip on the organization than before.

The difficulty with the Prairie Street congregation and the Mennonite Publishing Company antedated the beginning of the second year of the institution after it was transferred to Prairie Street (1896). But by 1899 relations between the educational leaders at the Institute and some of the members of the Prairie Street congregation became so unhappy that the faculty members, students, and friends of the Institute left the Prairie Street Church and held church and Sunday school services first in a hall on South Main Street and later in Institute Hall. In October 1899 a committee was called in to settle the difficulties in the congregation but failed to make a permanent satisfactory settlement. Instructors at the Elkhart Institute were particularly disturbed because of the unwholesome influence that this situation had on the students. A few of the latter refused to attend either Sunday school and attended services downtown.

On January 28, 1901, J. S. Hartzler and N. E. Byers asked Bishop Daniel Kauffman of Versailles, Missouri, to hold revival meetings in Institute Hall. At the close of the series a number of converts requested baptism in the Prairie Street Church. Under the circumstances the bishop was not willing to receive them and Daniel Kauffman baptized them in Institute Hall. When he baptized the new converts he stated that he had authority to baptize because he was ordained a bishop in the Mennonite Church by John F. Funk. He then stated how the new converts were to be regarded. "Regard them," he said, "just as if they had been baptized in the Mennonite Zion Church, Morgan County, Missouri, where my home is, not as members of the Institute Church nor as members of the Prairie Street Church."

Relations between the two groups continued unsatisfactory. In March 1901 that part of the congregation meeting at the Elkhart Institute wrote a four-page letter to Bishop Isaac Eby of Kinzers, Pennsylvania, giving what was called a "brief statement of difficulties at the Elkhart Mennonite Church since the time of settlement by the committee in October 1899." The letter brought a number of accusations against the bishop, John F. Funk, charging him with arbitrary handling of certain disciplinary problems. Bishop Eby, a personal friend of Bishop John F. Funk, was a member of the investigating committee appointed to con-

sider the differences. After hearing the evidence the committee asked a number of people in each group to make a confession and suspended the bishop from his office subject to recall by the congregation. Then the two groups again worked together with Sunday school officers elected from each faction. But the settlement of the difficulty left deep, incurable wounds.

One of the reasons for the unhappy relations between the Elkhart congregation and the Elkhart Institute was a difference in cultural concepts. Even J. S. Coffman had been criticized for being "proud" because of his genteel bearing and elegant speech. Most of the Amish and Mennonite immigrants from Switzerland and Germany to the United States were of the peasant class; they were farmers and small tradesmen, suspicious of the arts and of the refinements of city life. Many of them came to America poor; they settled on the frontier, won their living with their bare hands, carved a farm out of the woods, attained economic independence, and built their churches without the aid of books. They were thrifty, moral, God-fearing, and loyal to their church. But even so late as 1884 the Indiana Mennonite Conference passed a resolution condemning certain cultural practices especially with regard to the use of tobacco in the meetinghouse. Industry, thrift, attending church services regularly, and observing church regulations, especially in regard to outer forms symbolizing the simple life, were among the major virtues.

When young people of Mennonite and Amish Mennonite families attended school and dressed in the more conventional pattern they were considered "dressy." This marked them as "worldly." Many of them became discouraged and united with other denominations. Thus the school came under suspicion and the instructors of the Elkhart Institute were accused of misleading the young people, leading them away from the Church. Not only at the Elkhart Institute but during the first twenty or twenty-five years of the history of the school at Goshen this cultural lag of the Church was to a large degree responsible for the unhappy relations between the Church and school. What critics of the Elkhart Institute failed to take into account was that many of the more progressive young people were leaving the Church, not only those who attended the Elkhart Institute. It must be admitted on the other hand that the new cultural ideals were not always correctly interpreted and practiced by Mennonite and Amish Mennonite students at the Institute. Contrary to the example and teaching of their instructors they sometimes took unscriptural attitudes in extremes of dress. Some of them assumed an irreverent supercilious attitude toward some of the respected leaders of the Church.

It is true that many parents and some of the church leaders correctly ascribed part of the conflict between the young people and the more conservative church leaders to the changing cultural pattern not only in the Mennonite Church but in the country as a whole. Much of the misunderstanding between the Church and the school was not the result of religious differences but rather of a differing sociological and cultural outlook. But, as will be pointed out later, certain subtle religious differences also played their part, especially at Goshen.

In spite of periods of difficulty with some of the ministers and members of the Elkhart Prairie Street Church the relation of the Elkhart Institute with church leaders and with the Church at large seems usually to have been cordial and mutually helpful. In 1898 when the difficulty between the Institute and the Prairie Street congregation was approaching a crisis, Mennonite General Conference appointed a committee to investigate all institutions claiming to be church institutions. This committee, Bishops Daniel J. Johns of Goshen; Daniel H. Bender of Tub (now Springs), Pennsylvania; and Daniel Kauffman of Versailles, Missouri, spent January 14 to 19, 1899, at the Institute looking into every phase of the work. They were much pleased with the progress of the Institute and gave teachers and students some helpful advice. When this committee gave a favorable report to General Conference, the Conference passed a resolution recommending the institutions investigated and reported by the committee as worthy of the support and encouragement of Mennonite people in general. Thus, at the time when the controversy between the Elkhart Institute and the Prairie Street congregation already had reached a serious stage General Conference endorsed the work of the Institute.

In 1901 a second change was made in the management of the Elkhart Institute.⁵ Up to that time the Board of Directors and those in control were largely from the State of Indiana. The school was still to a great extent a local institution. In order to secure a wider representation and a larger constituency and in order to arouse greater interest in the school among the Church at large the Board of Directors was increased from nine to twenty-five members elected from various Mennonite conference districts in the United States and Canada, but it remained a self-perpetuating organization.

Enrollment

Enrollment at the Elkhart Institute during the first few years was very irregular. It was possible for young people to review the common branches, pass an examination, and teach in the country schools. Elkhart, a railroad and commercial center, provided many openings for young peo-

ple with a knowledge of bookkeeping and shorthand. During the first few years the enrollment consisted almost entirely of these student types. Enrollment of Mennonite young people in the Institute was made up almost entirely of Bible students and prospective teachers. Many of these lived in or near Elkhart although J. S. Coffman was able to interest a number of young people from Pennsylvania, Ohio, Illinois, and Canada in coming to the Elkhart Institute as a Mennonite institution. In the year 1900-01 students were registered from fourteen states, Canada, and Germany. During these years Ohio usually was second to Indiana in the number of students. Enrollment in all departments in December 1901 was over one hundred fifty. By 1902, the year of a mild smallpox scare at the Institute, the Institute building was crowded to its limits. How to accommodate the rapidly increasing number of students was a question uppermost in the minds of many.

Courses

Throughout the early history of the Elkhart Institute the school attempted to meet the demands of its constituency for teacher training and for short courses in business. The commercial course outlined in the catalog called for two years of study: bookkeeping throughout the two years, shorthand and typewriting in the second year with other business and cultural subjects. To meet the constant demand for well-trained teachers the Institute offered courses intended both for those planning to become teachers and those who were already teachers and wished to become better qualified. To meet the latter demand the courses were arranged so that normal work could be done throughout the entire year. During the summer "Review or Normal Term" the Board of Directors tried to employ a teacher of ability and experience who would devote his entire time to the interests of this class of students. Aside from the regular work in the common branches designed to aid teachers, the Institute conducted a "Teacher Training Class" to teach methods of presenting all the different subjects, especially in primary work. This class was in charge of the "Normal teacher."

Although no student in the early years seems to have enrolled with the intention of completing a four-year course, the first annual catalogs outlined such a course. The first year, the "preparatory course," consisted of four terms of ten weeks and a fifth term of eight weeks in the summer with the work divided into "studies" and "drills." The studies were the usual "common branches" and the "drills" were penmanship, letter writing, vocal music, debating, and themes. Students seldom continued their work for an entire year of forty-eight weeks. Following the

forty-eight weeks of the preparatory course the student was ready for the "teachers course." In this course he studied high school subjects—mathematics, English, and social science. The drills consisted of two terms of penmanship, five terms of themes, four terms in debating, three terms in vocal music, and one term in elocution. From the early days of the Elkhart Institute the study of elocution received considerable emphasis. After the student completed the "preparatory course" during the first year and the "teachers course" in the second, he was ready for the studies in the "Scientific Course" in the third and fourth years. The "Studies" were the more advanced high school courses. The Institute also offered a carefully planned two-year course in Bible. In addition to Old and New Testament during the first year of this course the school required orthography, general history, psychology, and "normal lessons on the Bible" with drill in theme and letter writing, penmanship, and debating. Debating was prescribed throughout the eight terms of the two-year Bible course.

In 1898 when N. E. Byers began his first term as principal he outlined a new curriculum. The four-year Latin-Scientific course replaced the earlier four-year arrangement of preparatory, teachers, and scientific courses but the Institute continued the normal, Bible, commercial, stenographic, elocution, and physical culture "departments." The requirements for the Latin-Scientific course were strictly prescribed high school subjects. The strong emphasis on the classics is indicated by the requirement of two languages during the last two years of the course.

Although the Latin-Scientific course received more and more emphasis, the commercial department continued to be an important part of the work of the Elkhart Institute. In the summer of 1899 the Institute issued a commercial circular giving full particulars of the courses in that department. It was during this summer that the Institute installed business offices and a bank for actual business practice. At that time no other commercial school near Elkhart had such a curriculum. Students received instruction in mercantile offices with large blank books printed especially for this purpose. The Institute furnished the following offices with which the student transacted business: Merchant's Bank, Commission House, Wholesale House, Freight Office, Post Office, and Real Estate Office.

Graduation of six students from the four-year Latin-Scientific Course in 1901 marked an epoch in the history of the Institute since this was the first class that had finished the work outlined in that course. In 1901 the regular courses offered were Latin-Scientific, four years; normal, two years; Bible, two years; Seminary (for women), three years; commercial,

two years; shorthand and typewriting, one year. The Seminary Course was offered for young women who desired "to complete definitely outlined work along literary lines in connection with the special study of music and elocution." It was "especially strong in the subjects of literature and history" and its purpose was "to give such liberal culture" as would "fit young women for the various duties of home and public life."

To capitalize on the growing interest in education among its constituency the Institute printed three thousand catalogs for the year 1902-03. About one third had already been distributed in May and friends of the Institute were asked to send the names and addresses of prospective students. The new catalog contained fifty-two pages with a number of half-tone illustrations. It showed that two hundred eighty-two different students had been enrolled between March 27, 1901, and February 1, 1902. It was the custom in those years to include in the catalog the names of all the students who were enrolled in the Institute from the time of the printing of one catalog to the issuing of the next. This had the assumed advantage of showing a large enrollment since it included the names of students enrolled during parts of two years.

Tuition

Tuition rates were low in the academic and Bible departments with liberal discounts for payment in advance. One term of ten weeks payable in advance was eight dollars, two terms of ten weeks each in advance fifteen dollars, three terms, twenty-two dollars; four terms, twenty-eight dollars. There was an extra charge of fifty cents per term for penmanship. Board in the Institute dining hall was a dollar and a half per week, furnished rooms "in private families" per week fifty cents, board and room "in private families" per week three dollars. Expenses at the Elkhart Institute continued low for a number of years. In the fall of 1900 an Ohio father sent a check for one hundred dollars to the Elkhart Institute to pay for the board, room, and tuition for his son for an entire year of forty weeks. Expenses were slightly more when paid by the term. Twenty-eight dollars paid for tuition, board, and furnished room for a term of ten weeks in the Latin-Scientific, Normal, or Bible courses.

Tuition in the commercial department was higher. The charge for a six-month certificate in bookkeeping was thirty dollars, for three months tuition eighteen dollars; for shorthand and typewriting—a six months certificate thirty dollars; shorthand and typewriting, three months, eighteen dollars; shorthand alone three months, twelve dollars.

Even with the low tuition rates and reasonable charge for board and room many students found it almost impossible to attend school. Elk-

hart's railroads and industries made a number of jobs available where students could work for at least part of the cost of their board and room. In 1901 some students mowed lawn for ten cents an hour.

Although tuition rates seemed extremely low, operating expenses of the institution were correspondingly low. The highest paid faculty member during the summer seems to have received seventy-five dollars for the eight weeks. Printing costs also were low. In the spring of 1899 the Truth Publishing House offered to print twenty-five hundred forty-eight-page catalogs for the Institute for fifty-two dollars and fifty cents.

Commencement Exercises

The first "commencement" was held at the Elkhart Institute in the spring of 1898. Emma D. LeFevre (the late Mrs. N. E. Byers) and Robert J. Martin were the members of the class. J. S. Coffman, president of the Elkhart Institute Association, presented the diplomas. Although this was the first annual commencement it had been a custom to hold "closing exercises" at the end of the spring term. On May 24, 1895, the exercises were held in the Y.M.C.A. Hall on Main Street. The program included an address by Rev. Townsend and the cantata, "David the Shepherd Boy," by the chorus.

Early in June 1899 when N. E. Byers saw the first class graduated under his administration as principal, the printed commencement folder gave the names of the faculty and of the members of the graduating class and announced the baccalaureate sermon and the class program. D. D. Miller, bishop of the Forks congregation near Middlebury, preached the baccalaureate sermon. The commencement program combined the class program and the commencement exercises. J. S. Coffman, president of the Board of Directors, presented the diplomas and gave a short talk.

Faculty and students found in the commencement season of 1901 several causes for rejoicing. The Elkhart Institute Alumni Association, organized just two months previously, celebrated the first annual meeting of the Association with a program and a reception. Rev. E. T. Bennett of South Bend gave the alumni address. John Blosser of New Stark, Ohio, president of the Board of Directors of the Elkhart Institute Association, preached the baccalaureate sermon. One of the new features connected with commencement week in 1901 was the junior class program given on Monday evening. Tuesday of commencement week was set aside for an outing. Faculty members and students enjoyed a picnic dinner at Island Park and spent the afternoon and evening boating on the St. Joe River.

As time went on and interest in the Institute increased, the faculty planned more elaborate programs during commencement week. In

1902 J. S. Hartzler preached the baccalaureate sermon on Sunday evening, June 8, in Institute Hall. The examinations closed on Monday, the junior class gave a program in the evening, Tuesday was set aside for the annual outing, Wednesday was Alumni Day with an address at two in the afternoon by Rev. J. W. Bradshaw of Oberlin, Ohio. On Thursday morning the farewell devotional meeting was held in Institute Hall, the senior class program followed in the evening at eight, Friday was set aside for an educational conference. The commencement address followed at eight in the evening. The meeting of the stockholders of the Elkhart Institute Association was held at nine on Saturday morning and the directors meeting followed at ten-thirty.

Because of the increasing size of the audiences for the senior class program and commencement these exercises were held in the Bucklen Theatre in Elkhart in 1902. But to avoid certain criticisms they were held in the First M. E. Church in Elkhart in 1903.

Because the faculty hoped that visitors would be impressed with the urgent need for expansion of buildings and grounds they had planned carefully for the educational conference on Friday of commencement week. It was to serve the dual purpose of arousing interest in education and also of bringing to the campus a number of important people for the commencement exercises. John Blosser of New Stark, Ohio, president of the Elkhart Institute Association, was moderator; Noah Metzler of Elkhart led in the devotional exercises.

The commencement calendar for 1903 followed the general pattern of the year 1902 but introduced one unique feature. Faculty, students, and friends met in Goshen on Friday to dedicate the new college grounds. Commencement exercises were held in the M. E. Church in Elkhart in the evening. Thirteen members of the senior class received diplomas. The influence of D. S. Gerig, professor of German, class sponsor, was evident in the class motto, "Vorwaerts und Aufwaerts" (Forward and Upward). In the absence of Principal Byers, studying at Harvard University during the year 1902-03 in preparation for launching a junior college program the next year, J. S. Hartzler presented the diplomas to the members of the graduating class.

Summer School

From the beginning the summer school played a large part in the work and activity of the Elkhart Institute. During the first summer (1895) it was a five-day session something like the later Chautauqua. The summer school folder stated that "Elkhart Summer School of Science, Philosophy, History, Literature, Physical Culture, and Vocal Music will

be held in the Institute assembly hall July 27 to 31." The "school" offered both day and evening sessions, fifty lectures and addresses, good vocal and instrumental music. Course tickets sold for one dollar. Sessions began at nine in the morning, at one in the afternoon, and seven in the evening. Every session opened with devotional exercises and ended with a benediction. Each day's program included lectures and recitations and one to four numbers of music. A. B. Kolb of Elkhart was the music director.

Educational qualifications of the students enrolled in the Elkhart Institute were gradually rising. During the summer school in 1900 over thirty per cent of the students were high school graduates. A number of teachers were in attendance. Six more students were enrolled than in the previous summer.

Beginning in 1901, summer school extending from June 11 to August 3 replaced the former summer "normal term." The faculty decided to hold all classes during the forenoon in the cool of the day six days a week. Principal N. E. Byers had charge of the normal work. Other teachers were J. S. Hartzler, W. K. Jacobs, S. F. Gingerich, George Lapp, and Fannie Coffman. George Lapp, principal of the Ayr, Nebraska, schools, came very highly recommended as an able instructor. Lapp, Gingerich, and Fannie Coffman had previous teaching experience but did not finish the Latin-Scientific course until the following June (1902). In fact they were students doing part-time teaching.

In 1902 during the summer school a kindergarten was conducted at the Institute by Miss Anna Beck, who had had several years experience in kindergarten work in Elkhart. A class of children spent several hours each day in actual kindergarten work. This course made a special appeal to primary teachers in the public schools since many of the principles of the kindergarten were fundamentals of the primary department of these schools. During 1902 the tuition for the summer school was one dollar a week. This fee included the kindergarten work for those who desired to enroll in the course.

Daniel Kauffman First Special Bible Instructor

"The Short Bible Course," advertised for the first time in the catalog of the Elkhart Institute for 1899-1900, was for over fifty years a rather important part of the annual program. The first Short Course of four weeks began on January 24, 1900, at the opening of the "Second Winter Term." The course offered, in addition to the regular Bible classes, "Church History, Church Doctrine, Sunday School Normal Work, and Bible Outlines," and seems to have been patterned somewhat after the

two week "Bible Conference" held in many Mennonite churches at the turn of the century. In fact J. S. Hartzler assisted in such a conference at Garden City, Missouri, beginning on December 25, 1899. Instructors in the first Short Bible Course at Elkhart were Daniel Kauffman, J. S. Hartzler, secretary of the Institute, and C. K. Hostetler, the business manager. The enrollment was twenty-two, nearly one fourth of the enrollment of the school.

The Short Bible Course, later known by the more dignified name of Winter Bible Term, has afforded many a future missionary or church worker his first opportunity to leave home for an extended period of intensive study. After this meager beginning many have continued their studies at Elkhart or Goshen. Some have completed an academy course, some the work for a college degree. Many of the earlier students were older persons whose educational opportunities had been delayed by home duties or by deferred interest in formal education. After 1930 D. A. Yoder was principal for a number of years and I. E. Burkhart secretary. Special graduation exercises were held from 1936 to 1947. During that period nearly one hundred students completed the prescribed work offered in three annual sessions of six weeks each.

Six Years of Progress

In 1901 at the annual meeting of the Board of Directors Principal N. E. Byers gave a brief synopsis of the progress of the school during the first six years. Enrollment at the Elkhart Institute showed gradual increase from year to year—from one hundred forty-eight to two hundred sixty-one. During the first year less than three per cent were in attendance during the whole year and in 1900-01 the percentage was nearly four times as great. During the first three years there was only one graduate from a course at least two years long while during the last three years nineteen had been added to the list. And in 1901 a class of six had completed the four-year course. Up to the winter term of the fourth year there were not enough boarding students to operate one table without outside boarders. During 1900-01 the number of boarding students reached seventy-six. But Byers also pointed out to the Board that the growth in attendance presented certain urgent needs if a high grade of work was to be continued. Laboratory and library facilities should be increased. Dormitories were needed for the better supervision and discipline of students outside of school hours. A larger campus providing room for building expansion was a necessity. A field for outdoor exercise was essential for the health of students who lived at the school. Students were demanding gymnasium facilities during the winter months. Since free high schools were now

in reach of nearly all Mennonite people the Institute must extend its course so as to include college work if it wished to hold Mennonite young people who were becoming educated. Since the patrons of the Elkhart Institute were an agricultural people and most of the churches were in the country, a department of agriculture should be organized where the young men could be trained to be successful farmers and at the same time strengthened for work in the country churches. Farm work would also aid students to earn their expenses. The increased interest in Bible study created a demand for a stronger course which would include the study of the Bible in the original languages of Greek and Hebrew. Finally he pointed out to the Board that the growing attendance and these urgent needs indicated that the present facilities of the Elkhart Institute would be overtaxed even during the coming year. It was this forward look and this expanding vision that enabled Byers to maintain the educational leadership in the Mennonite Church during the early years of the Elkhart Institute and then at Goshen College.

Finances

Sufficient money to build, equip, and maintain an educational institution always was one of the problems at the Elkhart Institute. Even before organizing the Elkhart Institute in 1894 Dr. H. A. Mumaw printed a number of conditional notes which he used in soliciting money for the school. The condition prescribed in these notes was that the Association should locate and maintain the Elkhart Institute south of the Lake Shore Railroad on Main or Prairie streets within the city limits. As mentioned earlier in this chapter a student could secure board, room, and tuition for forty weeks for one hundred dollars. These rates were not raised until during the year 1901-02 and then only about ten dollars a year.⁶ To meet the difference between the amount received for tuition and the necessary expenses of the institution, the Elkhart Institute Association depended entirely on donations and on the sale of stock at twenty-five dollars a share. By August 29, 1899, only eleven thousand one hundred fifty dollars worth of stock had been sold. At that time the business manager's book showed an indebtedness of over twenty-two hundred dollars. With the exception of the business manager who was paid by the day for his actual services, officers and directors of the Board received no salary. Instructors in the Institute received from two hundred to seven hundred twenty dollars a year. The Board felt that the institution would be nearly self-supporting if it were not for the debt. During November and December 1900 the endowment fund was increased to nearly five thousand dollars by donations and gifts from friends in Illinois. With

the need for a more extensive library, additional apparatus, and improved general facilities, Principal Byers reported that the endowment fund should be increased to at least fifty thousand dollars. In that year (1900) the Board of Directors decided to raise an endowment fund of that amount. This would yield an income sufficient for the present needs of the school. In the summer of 1901 the business manager made a hurried trip to Canada and received from twelve prominent men and women donations of over eleven hundred dollars to the endowment fund. In August 1901 he reported to the stockholder's annual meeting that over fourteen thousand three hundred dollars worth of stock had been sold.

Apparently, it was the practice of the business manager to sell stock, use a portion for current operating expense, and place the remainder in the endowment fund. Late in 1901 the business manager had a very encouraging report. Six thousand dollars had been added to the endowment fund within the last few months. And the total amount not including the Alumni Association Endowment, then exceeded ten thousand dollars. Canada, Ohio, and Pennsylvania were well represented among the donors.

The Dining Hall

From the beginning, even in the first year (1894-95) when the Institute conducted classes in the rented G.A.R. Hall on South Main Street, Elkhart, Dr. H. A. Mumaw and A. C. Kolb operated an "Elkhart Institute Dining Hall" at 424 South Main Street. In a folder containing "Invoices" and "Purchases," one invoice for food included cases of peas, corn, tomatoes, kidney beans, prunes, rolled oats, and rice, also a half keg of syrup and a barrel of granulated sugar. There are also invoices for general dining room supplies. But in those early days when there were scarcely enough student boarders to fill a table, the Elkhart Institute Dining Hall must have depended heavily on outside patronage. In 1900 there were over sixty boarding students during the Winter Bible Term.⁷ Usually some faculty member had oversight of the conduct in the dining hall. In 1900-01 this was one of J. W. Yoder's duties. In the fall of 1901 the dining hall was enlarged by extending into what had formerly been a laboratory; there were forty-four boarders with D. S. Gerig in charge. With the opening of the Winter Bible Term the number was increased to seventy.

Social Life

J. S. Coffman, president of the Board of Directors, and Principal N. E. Byers always were interested in the social life of the students. They believed in the cultural value of informal meeting in social groups. N. E.

Byers' work at the Y.M.C.A. at Northwestern University had given him a knowledge not only of the benefits but also the techniques of directing the social life of young people. Soon after he came to the Elkhart Institute he began the practice of announcing an all-school social early in the year. At first they were held in his home. He or the members of the cabinet of the Young People's Christian Association usually arranged a short program in which he gave an address of welcome. In March 1899 the students were the guests at dinner of the officers and the faculty in the Institute dining hall. After an especially good dinner Principal Byers acting as toastmaster called on J. S. Coffman to give a fatherly talk on "Prospects of the Institute." The students also enjoyed a talk by C. Henry Smith on the subject, "School Spirit." Students were so much interested in the good dinner and the excellent speeches that they seem not to have sensed that they had been propagandized in a mild fashion. In 1902 Principal Byers' address of welcome was followed by a piano solo by Miss Alice Landis of the class of 1901 who had been a student at the Conservatory of Music at Northwestern University during the year before and was employed as teacher of piano. Groups sometimes took advantage of northern Indiana's fine sleighing. On a crisp clear evening in 1901 a group of the students boarded a bobsled and drove to the home of W. B. Christophel south of Elkhart. These bobsled parties usually included an oyster supper or some similar "feed" dear to the hearts of students boarding at the Elkhart Institute dining hall.

Although Bowers' Boat Livery was on the other side of town from the Institute many students enjoyed a few hours on Saturdays boating on the St. Joe River. The all-school outing during commencement week usually included boating on the St. Joe. In 1901 through the efforts of delegates from the Athletic Association all students received reduced rates on boats rented from Bower's Boat Livery. Those outings held at Island Park on Tuesday of commencement week were long remembered by many students and faculty members. A boatride on the river in the evening brought an enjoyable end to a perfect day.

Accreditation

Soon after his election as principal of the Elkhart Institute N. E. Byers became interested in accreditation of the work done at the school. Naturally, he first applied to his Alma Mater, Northwestern University. The reply notified him that if the Elkhart Institute was accredited by Indiana University, Northwestern would give credit to students who presented a diploma from the school. Later in the same year J. S. Hartzler, secretary of the Institute wrote to the Indiana State Board of Educa-

tion requesting an investigation of the school with a view to accreditation. The head of the Board replied that he had made a favorable report to the January meeting but that the question was raised whether the State Board of Education had the legal authority to issue a commission to a school other than a public school. Then he added that the presidents of the state institutions—Indiana University, Purdue University, and Indiana Normal School—would place the Elkhart Institute on their list of accredited schools. A few months later N. E. Byers received letters from the three state schools bearing an almost identical date stating that they would accept the graduates from the Elkhart Institute into their freshman class without examination provided the proper authorities would send a certificate to the effect that they were entitled to this privilege by the quality as well as the quantity of work they had done. The Indiana State Normal School in its reply added that the Institute graduates would be received at the State Normal School on the same basis as graduates from commissioned high schools. Indiana University offered to accept Elkhart Institute graduates without examination except in "English I" which was required of all entering students. Oberlin College, the University of Wooster, and Northwestern University not only accredited the work of the Elkhart Institute for college entrance but granted advanced standing to Elkhart Institute graduates.

Student Council

No elaborate form of student self-government was developed at the Elkhart Institute. But in the fall of 1900 Principal Byers suggested that the various campus organizations elect representatives to a student council. The council in that year held one meeting; Byers representing the faculty was chairman. But the students, unaccustomed to participation in a meeting of this kind, took their task as representatives of their organizations too seriously. Literary society jealousies and rivalries flared up and disturbed the calm of the first session. Before the council had done any constructive work Principal N. E. Byers adjourned the session and did not call another meeting during that school year.

At the beginning of the next year (1901-02) the members of the student council were: chairman, representing the faculty, N. E. Byers; senior class, Frances Zook; junior class, E. J. Rutt; sophomore class, Elsie Byler; Y.P.C.A., Bertha Zook; Aurora Society, G. J. Lapp; C.M.A. Debating Society, J. E. Hartzler; Philomathean Society, Mamie Yoder; Athletic Association, O. C. Yoder; Tennis Association, Lavona Berkey. At the beginning of the first winter term after the Philomathean Society had been divided Frances Zook became representative of the Vesperians

and Alta Kurtz of the Avons. Through the council faculty members and students exchanged mutually helpful suggestions.

Publicity (Advertising and Catalog Announcements)

In 1894, before the opening of the Elkhart Institute, printing and advertising were inexpensive and Dr. Mumaw advertised widely through various media. He printed a number of special pamphlets, broadsides, and cards. The cards printed in the summer of 1894 advertised the fall term beginning September 4, 1894, and listed the various "departments." He offered special classes in German, microscopy, mechanical drawing, and physical culture and short courses for farmers and tradesmen. The announcement also offered day and evening sessions and stated that members of both sexes would be admitted at any time. Since the cost of printing was low both Dr. H. A. Mumaw and J. S. Coffman believed in printing considerable promotional material as well as doing a great deal of newspaper advertising. They used broadsides, folders, booklets, and cards of various shapes and sizes printed in varied colors of ink.

After the first several years when Principal Byers and J. S. Hartzler prepared the annual catalog they did so with great care. The April 1901 issue of the *Institute Monthly* described the catalog for the next year: "The Elkhart Institute has just issued its new catalog for 1901-02. It is embellished with seven halftone cuts showing the different departments of the school, the building, and views of Main Street, Elkhart, and the St. Joe dam. . . . The faculty now numbers eleven regular instructors and four assistants." A copy of this catalog was left at each place of business on Main Street in the hope that Elkhart citizens would "look it over carefully and think twice before sending students away to other schools."

Expansion

Soon after N. E. Byers became principal of the Elkhart Institute in 1898 it became evident that the growth of the school made expansion necessary. It also was evident that room for expansion was not available in the vicinity of the Elkhart Institute building. Accordingly, in 1901 the Board appointed a committee "to receive propositions from different localities to provide larger grounds and more buildings." Several locations were suggested: Wadsworth, Ohio, which had been the home of the first Mennonite educational institution in America and whose original buildings might still be used for that purpose; Highland Park in Elkhart, where the Elkhart General Hospital now stands; and a number of locations in Goshen.

About the same time M. S. Steiner of Pandora, Ohio, was interested in establishing charitable homes for the aged and for orphans and had persuaded a group of Mennonites to purchase the buildings formerly occupied by the Glover Collegiate Institute at West Liberty, Ohio.⁸ Citizens of West Liberty and the surrounding community preferred to see the buildings converted into a school. Steiner was certain that a Mennonite school would receive better support from the entire brotherhood if it could be located at West Liberty.

A year later (1902) the editor of the *Elkhart Review* became impressed with the growth of the Institute and its value to the city. In a strong editorial he mentioned its recognition by leading colleges in the Middle West and stated that it had come to Elkhart to stay provided Elkhart citizens would give it the encouragement and patronage it deserved. But he cautioned that the management of the Institute had received flattering offers to locate the school elsewhere.

The Board was faced not only with the problem of sufficient space for the activities of the school but also of providing a hall large enough to accommodate the public meetings of the institution. In 1901 many were turned away from Institute Hall at commencement after all available space was taken. The increased attendance, the growth of educational interest among the constituency, and the large number of former students and friends who had signified their intention to be present at the graduating exercises of the class of 1902 indicated that Institute Hall would be entirely too small to accommodate everyone.

Possible New Locations

Meanwhile, the Elkhart Chamber of Commerce began to make a series of proposals to the "Mennonite Educational Institute." It was to incorporate under state laws and define its scope and object by a prospectus. The policy and attitude of the Church and constituency was to be defined and stated as a basis of action. Then as the foregoing would prove favorable and aggressive, arrangements for proper buildings and facilities for caring for students should be perfected. They proposed that the Church and the school should raise twenty-five thousand dollars in cash to be expended for buildings. The citizens and city of Elkhart would furnish a proper campus and an equal amount of cash all to be used in "fitting up" buildings and grounds. The contemplated site, Highland Park, was well wooded and watered and would have a ten-minute streetcar service to Main Street on a three-cent fare.

Encouraged by the likelihood that the school might move to Ohio, citizens of that state and especially of Wadsworth hastened to remove

every obstacle to the transfer of the Institute. In May 1902 the General Assembly of the State of Ohio passed a bill permitting certain property at Wadsworth to be sold in order to induce the Elkhart Institute to locate at that place. In spite of the consideration of locations in Ohio, Illinois, and Pennsylvania, it is doubtful that instructors at the Institute or the members of the Board of Directors of the Elkhart Institute Association seriously considered any other location than Highland Park in Elkhart. One prominent feature on the program for commencement week in 1902 was a visit to "the possible future home of the Institute at Highland Park."

Agitation for Separate Preparatory School

But the relocation of the Institute now raised a number of other problems. To the people in Virginia and Pennsylvania and to those in Kansas the Elkhart Institute seemed very far away. Some proposed that the Mennonite Church should have both a college and a separate preparatory school instead of only one institution of higher learning. In response to the agitation raised by this question the Board offered two dollars a day to anyone who would "work up a proposition" to locate the school somewhere else provided a desirable location could be found and sufficient funds raised to purchase a site and erect the necessary buildings. If these conditions could be met, the Board agreed to locate a preparatory school in the west and a college in the east either at Goshen or some other eastern location. When the proponents of the idea could not meet the conditions the idea was dropped but the agitation that it raised led to the founding of Hesston Academy and Bible School several years later.

At the Board meeting in 1902 members of the Board were certain that a contract could be completed with the city of Elkhart or some of its citizens which would "enable the Board to erect buildings to the value of thirty thousand dollars and have at least fifteen acres for campus". . . . Hence, if those who were interested in an academy in the west and a college in the east would not be able to present such a proposition with assurances it could be financed, the Board instructed its officers to secure Highland Park provided "first, that the Institute property can be disposed of at a fair price, and second, that Highland Park can be purchased for twenty thousand dollars or less, and third, that one hundred lots can be sold at an average price of four hundred twenty-five dollars each or thereabout." But the Board also appointed John Blosser, president of the Board of Directors of the Elkhart Institute Association, chairman of the committee on location with power to appoint four other Board mem-

bers to serve with him on the committee. He chose D. S. Loucks, C. Z. Yoder, C. K. Hostetler, and J. S. Shoemaker.

Goshen City Offers Building Sites

While these negotiations were in progress leading citizens of Goshen were not idle. They proposed five possible sites for the location of the school: East Lincoln Avenue, near where the East Goshen Mennonite Church now stands; top of the hill, north Goshen, on Crescent Street; West Goshen, near the Bag Factory; and two in south Goshen, Burns Park a mile south of the city or a part of the Shoup farm at the end of the streetcar track extending to College Avenue, or "Prairie Avenue" as it was then called. On September 8, 1902, N. E. Byers and C. K. Hostetler visited Goshen to inspect some of these locations but they decided that hasty conclusions and premature decisions were not in order and that they would take no further steps until the proposition made at Elkhart had been thoroughly investigated. None of the suggested sites in Goshen seemed to them as desirable as Highland Park in Elkhart. The site on East Lincoln Avenue was considered too sandy. The location on Crescent Street seemed a little expensive and also was somewhat sandy. The site west of the Elkhart River had certain advantages. It included a barn that could be used for a temporary gymnasium but being cut off from the city by the Elkhart River this site was too inaccessible! The two locations in south Goshen were not "high enough." J. S. Hartzler especially insisted that the new buildings must rest on an elevation. The Board at all costs must avoid the unpleasant experience with an underground watercourse such as that at the site of the Elkhart Institute.

The increase in enrollment emphasized the absolute necessity of larger buildings and increased facilities if the Institute was to continue to accommodate the growing number of Mennonite students who wished an education. The Elkhart Institute enrollment by departments from February 1, 1902, to February 1903, was given in the catalog for 1903-04 as follows: academic, one hundred thirty-four; commercial, fifty-nine; Bible, fifty-two; elocution and physical culture, twenty-eight; correspondence, forty-two; music—private lessons, thirty-four; music—chorus, ninety-five. This made a total of four hundred forty-four. And the total enrollment counting each student but once was three hundred twenty-eight. During this period students had registered from eleven states and Canada.

When N. E. Byers left for Harvard in the fall of 1902 nothing was more certain than that the Elkhart Institute would need larger buildings, better equipment, more extensive courses of study, and consequently,

more financial support and a larger endowment fund. At that time the Board had reached no decision regarding future location. But only Highland Park received serious consideration. In January 1903 J. S. Shoemaker and C. K. Hostetler inspected the location in Parkside in Goshen and made a favorable report to the Committee on Location. Even so late as March 1903, however, the future location of the school seemed no nearer settlement. By March 1903 the time allowed to the advocates of a college in the east and a preparatory school in the west had elapsed and they had not been able to arouse sufficient interest in their plan to guarantee its success. Tentatively the Elkhart Institute Association had sold one hundred building lots in Highland Park thus insuring their ability to pay for the Park and to have sufficient money to erect the first buildings. But then the Highland Park Association began a series of decisions that finally made the transfer to Goshen an easy matter. They raised the original purchase price of Highland Park. This alienated the Committee on Location. The decision of the members of the Highland Park Association can be explained by the threatening financial crisis that reached its peak in the summer of 1903 with the failure of several Elkhart business enterprises and the closing of one of the banks. Without suspecting the coming crisis the business manager of the Institute had transferred the Institute checking account from the Elkhart bank to a Goshen bank a few days before the crash merely in order to make it more convenient for J. S. Hartzler to pay bills for labor and material. Except for this timely transfer of the funds, construction of the college buildings would have been impossible.

That the Elkhart Institute moved to Goshen was largely due to the efforts of one man, Wilbur L. Stonex. He in cooperation with Attorney Anthony Deahl, president of the Commercial Exchange of Goshen, solicited funds to insure the location of the school in Goshen. In promoting the project Wilbur Stonex urged that the location of a college in the city of Goshen would be worth more commercially to the city than the location of a factory and would be much more desirable culturally. The plans drawn up by the Committee on Location to interest the citizens of Goshen in the project called for a fifteen-acre campus with seven new buildings and a gymnasium and athletic field and later an agricultural branch. But the proposition finally made to the Commercial Exchange of Goshen by the administrative officials of the Institute was that if the city of Goshen would raise ten thousand dollars, the amount estimated as necessary to secure the college site, the management would erect a main college building at once that would cost twenty-five thousand dollars. On May 15, the Commercial Exchange of Goshen notified the Insti-

tute that the ten thousand dollars had been subscribed. The contract, signed on May 27, 1903, between J. S. Hartzler and C. K. Hostetler for the Institute, and the Commercial Exchange of Goshen, specified that the city would pay the Association ten thousand dollars in three equal installments. The proposed school should be known as Goshen College for at least ten years. The Elkhart Institute Association agreed to erect a building at a cost of twenty-five thousand dollars, and to purchase more than sixteen acres in south Goshen.

On June 12, 1903, during commencement week the Elkhart Institute Association chartered two interurbans to convey approximately one hundred fifty faculty members, students, and visitors to the site chosen south of Goshen in a wheat field at the foot of Eighth Street. Here they met a group of approximately the same number to break the ground for the new building. Even before the date of the groundbreaking exercises the rapid sale of building lots in the new Goshen College Addition gave evidence of the popularity of the choice of location. During the summer of 1903 the new campus was a scene of busy activity. J. S. Hartzler had general management of the building operations, hiring workers and ordering materials but he also was busy every working day laying bricks, mixing mortar, doing carpenter work, and supervising the construction of the building.

NOTES FOR CHAPTER I

1. The first share was sold to Noah Hoover of South West, Indiana, on July 24, 1895. Nine were sold in August to people at Cullom and Flanagan, Illinois. Dr. H. A. Mumaw himself purchased sixty shares on September 4. Friends in Ontario, probably at the solicitation of J. S. Coffman, purchased the next fifty shares. The next nine seem to have been in Elkhart County, Indiana, then three at Lima, Indiana, and two at Lime Valley, Pennsylvania. Members in five states and Ontario purchased the major portion of the stock: Indiana, ninety-one subscribers, one hundred sixty-four shares; Ohio, ninety subscribers, one hundred shares; Pennsylvania, seventy-six subscribers, two hundred forty-five shares; Illinois, forty subscribers, forty-two shares; and Kansas, thirteen subscribers, thirteen shares.

2. The materials include among less interesting items a set of human teeth, one and one-half dozen wands, two dozen dumbbells, a phrenology chart, a double microscope, one phrenological bust, and a boarding house outfit. Many of the books represent some phase of Dr. Mumaw's varied interests: *Human Body*, *Zoology*, *Philosophy*, *Food*, *Fruits and Bread*, *Moral Science*, *First Lessons in Woodwork*, *Hygiene of the Brain*, *How to Keep Well*, *Eyesight and How to Care for It*, *Disease of the Personality*, *Psychology of Attention*, and *Disease of the Will*. Books dealing directly with teaching or methods of teaching included *School Management*, *Elements of Pedagogy*, *Methods in the Common Branches*, *Methods of Teaching*, *System of Education*, *Industrial Instruction*, *Theory and Practice of Teaching*, *School Guide*, *Applied Psychology*, *Philosophy of Education*, *Unmounted Microscopic Objects*, *Manipulation of the Microscope*, and *How to See with the Microscope*.

3. This important apologetic for Christian education was not delivered extemporaneously but was carefully written out after much study and probably also after considerable research. It was first published in the *Young People's Paper*, Vol. III (February-March, 1896), pp. 34, 42-43, and 51. It has been reprinted in Menno Steiner's *Biography of John S. Coffman*; at N. E. Byers' suggestion in the *Elkhart Institute Memorial* in 1904; in the *Chris-*

tian Monitor, V (June 1913), 176-180; and in the *Christian Exponent*, I (January 1924), 6-8 and 23-25. The complete text with biographical notes and rhetorical criticism is included in Roy Umble's doctoral dissertation (Northwestern University School of Speech, 1949).

4. Dr. Mumaw's school, "The Elkhart Normal School and Business Institute" established on September 13, 1898, enrolled one hundred ninety-six students during the first year up to July 28, 1899. The school graduated twenty-four young people from the commercial and stenographic departments. The second year began on August 28, 1899, with increased attendance. By March 1900, one hundred sixty-eight students had been enrolled and new names were being registered every week.

Following the unsuccessful attempt in August 1899 to regain control of the Elkhart Institute Dr. Mumaw placed the Elkhart Normal under the control of a board of directors. It was incorporated on October 2, 1899, with the following directors: three years, A. K. Funk, H. A. Mumaw, A. C. Kolb; two years, G. G. Wiens, John K. Weldy, and D. S. Miller; one year, J. R. Lehman, Will B. Kriehbaum, and Henry Stealy. The officers were president, A. K. Funk; vice-president, G. G. Wiens; secretary-treasurer, H. A. Mumaw. It advertised the following departments: academic, business, stenographic, penmanship, drawing, elocution, and oratory with physical culture. Like the Elkhart Institute, the Elkhart Normal School and Business Institute divided the year into five terms: a fall term, a first winter term, a second winter term, a spring term, and a summer or special review term. Tuition was the same as that charged at the Elkhart Institute.

The school taught the common English branches as well as stenography and bookkeeping. It gave special attention to preparing students for teaching. The school was located in the central part of the city in the Blackburn Block at 405-407 Main Street where it would be easy to reach for evening sessions. The quarters were rather cramped but Dr. Mumaw contemplated moving to the Opera House where ample room would give better facilities for the work. An advertisement in the *Young People's Paper*, December 1899, stated that "The Elkhart (Ind.) Normal School and Business Institute gives the best Courses, Methods and Instruction in Pedagogy, Bookkeeping, Stenography, Penmanship, Drawing, Elocution, Oratory, and Physical Culture and at the lowest rate for tuition and board." The school admitted members of both sexes, held day and evening sessions, and awarded diplomas on completion of these courses. Attendance was very irregular. The school permitted students to enter at any time and charged ninety cents a week for attendance of less than two weeks. After conducting the school for at least four years Dr. Mumaw disposed of his holdings to what is now the Elkhart Business College.

5. The Elkhart Institute Association was formally dissolved on October 16, 1911. On September 13, the secretary mailed proxy cards to the stockholders authorizing and empowering the secretary to vote for the dissolution of the Association. In their final annual report to Indianapolis, the president, secretary, and treasurer of the Elkhart Institute Association stated that, "This Corporation has not been doing any business for several years. A new corporation, the Mennonite Board of Education, has been doing the work formerly done by this one and as the stock is not worth anything the latter board has assumed the debts of this association, it is impossible to get a quorum of stockholders so the old officers are holding over."

6. In 1903 after the school moved to Goshen and the four-term year was changed to three terms the cost of board and room again was increased very slightly.

7. One serious blow to the Elkhart Institute was the death of Herman Yoder early in 1900. He had been president of the Evangelizing Board for a number of years and later a member of the Board of Directors of the Elkhart Institute Association and treasurer of the Elkhart Institute. At the time of his death he was steward of the boarding hall and most of the students knew him as a personal friend.

8. For a number of years during the later nineties the University of Wooster conducted an extension school at West Liberty, Ohio, known as the Glover Collegiate Institute. The student body included several local young Amish Mennonites.

Chapter II

Beginnings at Goshen—Administration of Noah Ebersole Byers

The groundbreaking ceremony for the new Goshen College was held in June 1903 in a wheat field on the present Goshen College campus. Professor C. Henry Smith speaking for the school referred to the past of the Elkhart Institute and the plans for the future of Goshen College. He stated that in a few years the administration hoped to have five substantial buildings on the campus and five hundred students in attendance. Bishop John Blosser of Rawson, Ohio, president of the Board, spoke on behalf of the Board of Directors. Typifying the large part that he was to have in the construction work later, J. S. Hartzler held the plow while a large bay team driven by C. P. Yoder of the Elkhart Prairie, vice-president and a member of the executive board of the Elkhart Institute Association, drew the plow.

Campus and Buildings

The management of the Institute had purchased ten acres of land for a campus for Goshen College and over one hundred forty city lots adjoining the campus. As soon as the wheat was harvested and while the shocks still dotted the field, excavation began for a new dormitory on June 23. J. S. Hartzler supervised the building operations and did much of the actual manual labor in the construction of the dormitory and the Administration Building. The dormitory, known as East Hall (now North Hall), still was not completed on September 28 when the first students arrived. On that date the first arrivals found the president, secretary, and business manager carrying boards out of the dining room in the basement of the dormitory and cleaning up the blocks and shavings left by the carpenters. Excavation for the main building also had begun on June 23 but contrary to expectations and advance announcements no classes could be held there when the students arrived. In fact the brick work was finished only to the top of the first floor.

The first term of Goshen College opened with an enrollment of seventy-seven regular students, including both college and academy.

While the main building was being completed six of the rooms on the first floor of the dormitory were used for recitation purposes. On Saturdays the men students helped on construction of the main building to such an extent that a visitor was reminded of the Tuskegee Industrial Institute. The outside walls of the main building were almost completed on October 15. By December 15 the steam heating plant was in operation and with the dormitory and part of the Administration Building connected was giving excellent satisfaction.

The beginning of the winter term on January 5 brought fifty-eight new students. It therefore became absolutely necessary for classes to meet in the main building. First recitations were held in the Administration Building on January 6. During this time the carpenters were rushing the work, making such a din that it was almost impossible to conduct recitations. On January 8 the new building was formally dedicated with appropriate exercises. All the preceding day students helped clean, sweep, dust, and carry out litter of every description. During the dedicatory exercises every bit of available space was occupied on the main floor, in the gallery, and in the wings. Many people stood throughout the entire program and some were unable to gain admission. The entire building was lighted and open to inspection that evening, but none of the rooms on the third floor or in the basement were completed. Stairways were still unfinished. The carpenters did not finally gather up their tools and leave the building until January 30 exactly seven months after they began work.

Meanwhile, the state of the campus can be better imagined than described. At first when students arrived in the fall, boards were thrown loosely about for walks. These slid underfoot in the mud causing more than one student unexpectedly to set foot in a puddle. Grading of the campus began early in the spring of 1904 under the superintendency of Jacob Mast. While that work was going on, some farseeing member of the Adelphian Literary Society conceived the idea of placing a fountain in front of the Administration Building. The sidewalks and the basin for the fountain were completed in May. The fountain was erected on May 16 at a cost reported to have been sixty dollars. It was formally presented to the College on Wednesday of commencement week, J. E. Hartzler making the speech of presentation and President Byers accepting for the College, June 22, 1904.

Organizing the College Congregation

One of the drawbacks incidental to moving the Elkhart Institute to Goshen was that there was no Mennonite Church near the location of

the College. The nearest Mennonite or Amish Mennonite meetinghouse was Clinton Frame, six miles east of Goshen and in those horse and buggy days six miles was an impossible distance for a student body to attend church services.

Since faculty members and students were drawn from both Mennonite and Amish Mennonite congregations several questions arose in regard to the organization of the new college congregation. Should it be Mennonite or Amish Mennonite or a union of both? If the latter, who should have bishop oversight of the congregation? That these questions received serious consideration is an indication of the stubborn persistence of the division that had separated Amish and Mennonites in 1693. Members of each group still retained a feeling of loyalty to their own denominational background. Amish Mennonites were vaguely conscious of a synodical form of church government among Mennonite conferences and jealously guarded their own traditional form of congregational self-government.

Before the College buildings were ready to accommodate church services, the congregation met in the Christian Church on South Main Street for preaching services and Young People's Meeting. Since the Christian Church pastorate was vacant, the two congregations met together with J. S. Hartzler in charge of the preaching services. Sunday school and church services were held at Goshen College for the first time on November 29, 1903, with an attendance of one hundred one. After a time the College group met in the dining room of East Hall for Sunday school and church services. Mennonites petitioned the Indiana-Michigan Mennonite Conference and Amish Mennonites petitioned the Amish Mennonite bishops to organize a congregation at the College. At the same time they decided that it would be neither a Mennonite nor an Amish Mennonite congregation; it was to be both. Mennonite and Amish Mennonite bishops were to serve alternately at communion services but, whichever officiated, all members were to take part in communion.

The Mennonite conference effected an organization on Sunday evening, November 8, 1903. J. S. Hartzler was placed in charge of the congregation. The Amish Mennonite members of the College congregation were dissatisfied with this organization and never cooperated fully. On October 26, 1904, David Burkholder, a newly ordained Mennonite bishop of Nappanee, and Bishop Daniel J. Johns of the Clinton Frame Amish Mennonite Church east of Goshen met with the Mennonite and Amish Mennonite members at the College. On Sunday, November 6, 1904, the first communion services were held at the College in charge of the two bishops who organized the congregation. At the same time the approval of the congregation was requested to set apart two students, Lydia Schertz

and Anna Stalter, for mission work in India. The congregation unanimously voted that they be sent to the foreign field. This cooperative gesture was one of a series of steps that finally bound the group into a closely knit congregation. Until they disbanded in 1924, they insisted on congregational self-government.

During the winter Bible term in January and February 1904, S. G. Shetler conducted a series of meetings at the College during which fifteen people confessed Christ. On the last Sunday of February David Burkholder of Nappanee held baptismal services in Assembly Hall. Only five were baptized; some preferred to be baptized in a stream by an Amish Mennonite bishop. Accordingly Bishop Daniel Johns baptized them on Saturday, April 30, 1904. The College congregation remained a union organization until the merger of the Mennonite and Amish Mennonite conferences in Indiana and Michigan in 1917. After the merger of the two conferences in 1916 D. D. Miller, bishop of the Forks Amish Mennonite congregation and first moderator of the merged conferences, followed D. J. Johns and David Burkholder as bishop of the College congregation. He was succeeded in 1943 by Sanford C. Yoder, president emeritus of the College and former bishop of the East Union Amish Mennonite congregation near Kalona, Iowa.

Fostering Church Loyalty

From the first, at the Elkhart Institute and later at Goshen College, Principal N. E. Byers attended and encouraged the weekly devotional meeting. He himself gave some of the most inspiring addresses in the daily chapel exercises. After the passing of J. S. Coffman in the summer of 1899, Byers became the guiding spirit of the religious, social, and intellectual life at the Elkhart Institute and later at Goshen College. Students had profound respect for his intellect, his deeply religious spirit, and his upright moral character. He opened up undreamed-of vistas in their intellectual life and he with Professor C. Henry Smith gave them a better understanding of and a deeper appreciation for their religious heritage. His contacts with some congregations and some church leaders were none too happy. Some considered him too coldly intellectual but he was the idol of his students.

Although a cultural leader, an excellent instructor, and an inspiring director of religious activity, Byers could administer severe criticism and withering rebuke for an infraction of the rules or a violation of good taste. The *College Record* for March 1904 refers to one instance of discipline in the following words, "On Monday, February 27, immediately after chapel, President Byers held a special examination among the

Academy boys on the rules and regulations of the College. There were only four questions but the boys say they were to the point." Once on a certain First of April the seniors occupied the seats reserved on the rostrum for the members of the faculty. Byers ignored the misdirected humor. He came to the platform, occupied the one remaining chair, remained seated while a senior conducted the chapel service, then after the others were dismissed announced a special service for those on the rostrum. The breach of etiquette never was repeated!

Through the Y.P.C.A. Byers encouraged the organization of daily devotional Bible study and mission study classes and himself led some of them. He directed some of his strongest efforts toward enlisting volunteers for the foreign field and once or twice every year invited the examining committee of the Mennonite Evangelizing Board to the campus.¹ The final devotional meeting conducted by student leaders at the end of every school year usually emphasized missionary effort.

Many letters in the correspondence files of N. E. Byers and J. E. Hartzler testify to the strength of the devotion of former students to the Mennonite Church and their determination, even in spite of discouragements, not to leave the Church. These letters indicate that this loyalty was strong enough to keep them in the church and to cause them to attempt to work with the Church in spite of the indifference and actual hostility of certain church leaders toward education. Many of those who ultimately left the Mennonite Church did so with regret and down through the years experienced a feeling of nostalgia for their former associates and their spiritual heritage, especially as related to nonresistance. One alumnus prepared for teaching at Goshen College, then entered other lines of work when he found the ecclesiastical climate of the Mennonite Church uncongenial. As he left the Mennonite Church years later to unite with another Protestant denomination, he asked and obtained a written agreement that his uniting with that denomination would not affect his standing in regard to his convictions on nonresistance.

The Goshen faculty made a vigorous effort to surround the young people of the College with a strong religious influence and tried to maintain cordial relations with the Church. Faculty members always took a keen interest in the services of the local congregation. E. J. Zook was superintendent of the Sunday school for many years. Four members of the faculty, President Byers and Professors John D. Brunk, D. S. Gerig, and I. R. Detweiler attended the biennial session of the Mennonite General Conference held at Johnstown, Pennsylvania, in October 1911. In spite of their efforts to understand the Church and to interpret the College to its constituency the rift between the Church and the College grad-

ually widened. There is no question that the fashionable dress of the students was an element in the growing dissatisfaction with the College program and that it affected the financial progress of the institution. Among large elements of the constituency "dress" was an unmistakable mark of nonconformity or "separation from the world."

The reason for discussing these matters somewhat in detail at this point in the history is that the reader may be prepared for certain elements of dissatisfaction and disagreement down through the years. Why many former students and faculty members are no longer members of that body of the Mennonite Church which sponsored and developed Goshen College has never been made the subject of an objective study.

The College Motto

In April 1904 "Culture for Service" was announced officially as the motto of Goshen College.² The seal of the College presents a Bible supporting a lighted Grecian lamp encircled with the words, "Culture for Service." This phrase seems to have been spoken first by N. E. Byers as the closing words of his inaugural address as president. The aim of the College, he said, would be to train men and women for true living. In closing he said, "Let us then all cooperate to develop and maintain an institution which shall serve the Church and the community in raising up young men and women who shall have all their interests and powers cultivated and their energies directed towards the end of true service. Let our motto be, CULTURE FOR SERVICE." One statement in Byers' inaugural address echoed by a number of his successors was later to receive rebuke and criticism from leaders in the Church. He stated that the Church must have leaders especially trained for church work but he added, "and in this the needs of the church are the guiding factors." In those days of a lay Mennonite ministry the implication that the school was to "prepare leaders" for the Church aroused severe criticism.

Because the motto is dynamic rather than static the choice of the phrase, "Culture for Service," seems a particularly happy one. It is capable of constant enrichment by the connotations it inspires. Criticism that this motto is humanistic forgets that from the beginning both the Elkhart Institute and Goshen College have been predominantly and vitally Christian. In the classroom, on the campus, in extracurricular activities, in intercollegiate contacts, the motto always has meant "Christian Culture for Christian Service."³ As these concepts broaden, each succeeding generation of students breathes into it ever richer and wider implications.

In a limited sense the history of Goshen College is reflected in the

changing concepts that have been poured into this motto. In the beginning the emphasis may have been predominantly on Christian culture, on refinement and the development of the latent powers of the individual to enable him to occupy a worthy station among his fellows in a Christian social order. In more recent years it certainly is true that Christian service has received a larger and larger share of emphasis. And "Christian service" has come to mean, more and more, "Christian" in the original Swiss Brethren sense of discipleship, of implicit obedience to Jesus Christ and His Church and living in the spirit of His teaching.

Reorganization of the Board

An event of far-reaching significance occurred during the school year 1904-05—the decision of the Board of Trustees of the Elkhart Institute Association, which controlled Goshen College, to turn over its property to a board of education or a board of trustees elected by the various conferences of the Mennonite Church. Prior to this time the Board, although representative, was a self-perpetuating private corporation. For a number of years Byers had felt that support of the school would be more generous if the Church owned and controlled it. In an article written for the *Herald of Truth*, J. S. Shoemaker advocated that the school should be controlled by a church board and pointed out several advantages of such a plan: each conference could have its own representative on the board, such a general board could look after the educational interests of the entire Church, the school would enjoy second-class mailing privileges, be tax free, and have other advantages of a church-controlled rather than a private board, and contributors would be more likely to entrust their donations to a church board than to a private institution.

In another article written about a month later N. E. Byers pointed out that the work of the Church was under four general areas, mission, relief, publishing, and educational. Missions and relief already were under general church boards and he felt that the time had come when the educational work also should be under general church supervision and support. With the ground prepared in this way the stockholders and Board of Trustees of the Elkhart Institute Association voted to convey the property of that organization to a church-controlled board to be known as the Mennonite Board of Education. Members of the Board were to be elected by the various Mennonite and Amish Mennonite district conferences. A number of years later N. E. Byers questioned the wisdom of this transfer of authority to a church-wide board. He felt that some of the conferences were so far removed from Goshen and so out of sympathy with Mennonite Church principles as they were interpreted in

the Middle West, that their contribution to the work of the Board was of doubtful value.

The school year 1905-06 witnessed increased interest in Goshen College on the part of the constituency and also expansion within the school. In November the newly appointed Board of Education met at Berlin (now Kitchener), Ontario, for organization. Many felt that the interest and unity manifest at these meetings promised good things for the future of Goshen College. The new organization seemed to meet with universal approval and it was expected that it would command the full confidence of all the patrons of the College.

Organization of the Junior College

When the school opened at Goshen on September 28, 1903, it offered two years of college work. This was not a radical change because the Latin-Scientific Course at the Elkhart Institute was the equivalent of a four-year academy course and one year of college. The College advertised eight courses of study: (1) the preparatory course, one year of work in preparation for entering the academy; (2) the four-year academy course, the equivalent of the best high school course; (3) the newly organized college course, the freshman and sophomore years of college work; (4) the four-year normal course; (5) seminary course for young women with work in English, history, German, elocution, and music; (6) three-year courses in piano and organ and a two-year course in "voice culture"; (7) the Bible course, two years in English Bible and supplementary study; (8) two commercial courses—two years training in advertising and book-keeping and a one-year course in shorthand and typewriting. The administration planned later to give a more advanced course for graduates of the College or Academy which would include the study of the Bible in the original languages.

At an enthusiastic meeting on December 8, 1905, students and faculty members launched a drive to raise the attendance to a high water mark—two hundred students—at the opening of the second term on January 4, 1906. Enthusiastic speeches on assigned subjects were made by several members of the faculty and by representatives from the student body. Hopes for a greatly increased enrollment were based in part on the anticipated attendance in the special Bible course, January 3 to February 14. As an added incentive the College offered the first agricultural short course (four weeks) to begin immediately after the close of the Winter Bible Term on February 14. The course offered classes in farm management, crops, soils, dairying, livestock and grain judging, nature study on the farm, farm accounts, and rural law.

The drive to increase the enrollment proved to be a rewarding effort; sixty-seven new students registered in January and seventeen former students returned to continue their studies. During this time the student body for the first time reached the two hundred mark. The social room in East Hall was converted into a lodging room to provide beds for six young women. One vacant recitation room on the third floor of the Administration Building was used for a like purpose. Increased enrollment started agitation for a new and larger women's dormitory so that East Hall could be used for a men's dormitory to enable the College to furnish home advantages to a larger number of students. Before the end of the winter term, C. K. Hostetler, business manager, made a short business trip to Central Illinois and secured a gift of three thousand dollars to head the list of subscriptions for a new dormitory.⁴

In 1906 twenty students enrolled in the four-week course in agriculture closing on Wednesday, March 1. These students made a number of trips to stock farms and creameries and found the instruction very practical. A Topeka buttermaker gave a complete demonstration of separating milk and making butter in the laboratories and a special instructor, an expert buttermaker and scorer, showed how butter is scored. The course was so successful that the Executive Committee decided to offer it again the next year and perhaps to extend it two years later. Available records seem to indicate that it was held in 1907. In 1914 the Goshen College catalog announced three academy courses in agriculture.

Board of Education Authorizes Expansion:

Senior College at Goshen—Academy in West

The big news of the year, 1908-09, was the announcement during commencement week by the Mennonite Board of Education that a full college course leading to the bachelor's degree would be given beginning September 1909 and that the Board expected to organize an academy in Kansas to be affiliated with Goshen College and to serve as a feeder for the college course at Goshen. The Board decided to put four solicitors into the field at once to raise thirty thousand dollars for the College during the next two years. The faculty was to be strengthened by the addition of several new instructors. C. Henry Smith who had received the degree Doctor of Philosophy at the University of Chicago in 1907, and had been teaching in Manual Training High School in Indianapolis during the year 1907-08 returned to Goshen as professor of history in the fall. Paul E. Whitmer of the class of 1905 (A.B., Oberlin College, 1907; B.D., Oberlin Theological Seminary, 1908) was to be instructor in Bible. Professors D. S. Gerig and E. J. Zook were to do graduate work at the

University of Chicago during the summer and Professor D. A. Lehman at the University of Michigan. Professor S. F. Gingerich was given a year's leave to do graduate work for the Ph.D. degree in English at Indiana University. President Byers appointed a faculty committee to arrange the four-year college course authorized by the Board of Education and a second committee to revise the course of the Academy so as to conform to the requirements of the college course. New courses were not to go into effect until the school year 1909-10.

Hesston Academy and Bible School, organized in 1909, reported an enrollment of twenty-one students the first day. Byers considered the establishment of Hesston College under the Mennonite Board of Education as an important advance in the educational work of the Mennonite Church. Fifteen years earlier, he said, the Elkhart Institute had been organized as a private school by Dr. H. A. Mumaw. A few men like J. S. Coffman had seen the need and started the work without much Church support. Now the Mennonites established a second school to provide for the needs of the growing Mennonite population. Byers approved the idea that the Mennonite Board of Education keep all educational work of the Church under the general supervision of the Board. He felt that with all the members being elected by General Conference, district conferences, and alumni associations of the schools they would have the whole Church at work educating the young people. He believed that few churches were so fortunately situated in this respect as the Mennonites. He considered as especially sound the provision that the local management of each school should be in charge of an executive committee consisting of the president, the business manager of the institution, and five others appointed by the Board. This put the management of the institutions largely in the hands of those most intimately connected with their problems.

The "executive committee" referred to by Byers was in actual practice the local governing body of each institution. It had broad powers in selecting faculty members, conducting financial campaigns, and transacting other important business. Usually without much question its transactions were rubber-stamped by the annual meeting of the Board of Education. It continued to be known as "the Executive Committee" even after the Board of Education appointed its own executive committee in 1914. For a number of years the annual catalogs listed three committees under that name—the "Executive Committee of the Board," the "Executive Committee for Goshen College," and the "Executive Committee for Hesston Academy and Bible School." Beginning in May 1918 the latter two became known as the "Local Board" for each institution.

The Board of Education continued to elect a Local Board for Goshen College until Ernest E. Miller became president in 1940. The active members of the committee were the president, dean, and business manager of each institution. The remaining members were local residents in full sympathy with the aims and policies of the college officials. For a number of years before 1940 the Local Board was inactive. Its duties were performed by an "administrative committee" appointed by the Board.

In the beginning Goshen and Hesston experienced a little difficulty in regard to transfer students. Contrary to the wishes of Principal D. H. Bender Hesston Academy and Bible School had decided on a three-year instead of a four-year academy. Later the graduates of the three-year academy course at Hesston wished to enter college at Goshen without taking an extra year of academy work. Byers replied that it would be an injustice to require four years of academy work from Goshen's own students and then allow others to enter with less than four years.

College Farm

In the fall of 1909 a project began to take form in which a number of friends of the College had been interested for a number of years—the purchase of a College farm. In his efforts to help raise thirty thousand dollars to liquidate the debt of the College, J. S. Hartzler visited John Rupp and John Ropp of Bloomington, Illinois. These two brethren decided to give him ten thousand dollars for Goshen College to be invested in a farm near the College, the income to be used to provide free tuition to all students taking one of the outlined Bible courses. It was felt that this farm plan would aid in furnishing supplies for the dining hall, in helping students to earn their way through school by giving them work on the farm, in keeping Mennonite young people interested in farm life, and last but not least in encouraging students to study the Bible because of free tuition.

Thus began the project to own a farm. In a meeting held late in October 1909 the Mennonite Board of Education decided that if two thousand dollars in College lots could be turned in as part payment for the College farm in addition to the ten thousand dollars given by Rupp and Ropp, the committee should buy the farm. The Board purchased a farm of one hundred fifteen acres from Allen Miller for twelve thousand nine hundred dollars. The farm buildings were one mile west across the Elkhart River and the near end of the farm was one-half mile from the College just above the dam. It included the high bluffs known as College Point that had been used many times by anatomy and natural science

students to study material for their classes. This farm eventually was traded on the farm one-half mile east of the College where the extensive agricultural experiment farm was organized by the College during the administration of President J. E. Hartzler.

Educational Progress

In June 1910 for the first time in the history of Goshen College, a number of graduates completed the four-year college course. It had long been the hope of Goshen College to offer a course leading to the bachelor's degree so that students need no longer go to other institutions to complete their undergraduate work. Several midwestern institutions had given the Goshen College administration assurance that students who completed the course would upon entrance receive full credit and be enrolled as postgraduate students. In June, the acting dean of Columbia University also informed President Byers that he would grant full graduate standing to graduates of Goshen College and make them immediately candidates for the A.M. degree in that university.

In 1910, fifteen years after the humble beginnings at the Elkhart Institute, Goshen College was advertising seven departments: college, a four-year course leading to the A.B. degree; academy, certified by the State Board as equivalent to a commissioned high school; normal school, accredited by the State Board for A and B class courses; Bible school, two courses of two years each, one for elementary students and one for high school graduates; school of music, with courses in theory, voice, and piano; school of business, practical courses in both bookkeeping and stenography; and school of oratory, a two-year course in elocution and oratory. In addition to these the catalog listed an art department and correspondence department. The latter offered not only Bible courses but also the History of the Mennonites, Elementary New Testament, First Year Latin, and Second Year German. The course in the school of oratory had a distinctly modern flavor. It discarded the methods of "elocution" and placed emphasis on straightforward exposition and common sense. The two required courses in "Physical Culture," however, still emphasized gymnastics, walking and marching drills, exercises with Indian clubs, wands, and dumbbells. These continued to be standard gymnasium equipment at Goshen College. Their use in so-called physical culture classes seems to have been discontinued after 1913. The School of Oratory also was discontinued then as a separate department.

Although in 1910 some conferences and church leaders were not wholly in sympathy with the educational work of the Church great forward strides had been made in Church-School relations. The Kansas-

Nebraska Conference had asked for the founding of a western school. Hesston Academy and Bible School was growing. The educational work of the Church was in charge of the Mennonite Board of Education. Many of the members of this Board were elected by the district conferences. The Board's work had been recognized by favorable resolutions adopted by General Conference and some of the district conferences. On the Board of Education and its committees were ten bishops of the Church, two editors and the manager of the publication work, the two secretaries of the mission board, and the chairman and the secretary of the mission committee. This was evidence that the educational work of the Church was receiving the support of its active leaders and was a guarantee of efficient management.

The education of public school teachers received considerable emphasis at the College. In 1910-11 the College conducted a training school where students did observation work under the direction of Byers. The picture of the primary room of the Goshen College training school received first prize in a contest on schoolroom decoration and was published in the *Ladies Home Journal*. Miss Grace M. Poorbaugh, who had received her training at the School of Education at the University of Chicago, had charge of the room.

Elements Contributing to Increased Enrollment

Enrollment kept pace with course offerings. Something of the rapid change of attitude toward education in the Mennonite Church is indicated by a comparison of the attendance from West Liberty, Ohio, in 1899 at the Elkhart Institute and in 1903 at Goshen College. In the former year two Mennonite students from West Liberty left for the Elkhart Institute accompanied by a young non-Mennonite. In 1903, eight young people from West Liberty, three of them daughters of Mennonite and Amish Mennonite ministers, enrolled at Goshen College. Two others came from nearby Urbana, Ohio. And whereas in earlier years most of the students had registered for terms of ten to twelve weeks and the student body was made up largely of local non-Mennonites, thirty-six of the forty new students registered for the fall term at Goshen College were Mennonites and nearly all of them came from Michigan, Ohio, Pennsylvania, and Virginia. The majority intended to complete their course. Many did so. Many were high school graduates when they entered Goshen College.

A ruling of the Elkhart County Board of Education requiring all beginning teachers to take at least one year of professional training and all teachers now engaged that had not had such training to take similar

work during the summer vacation led to a remarkable increase in the enrollment at Goshen College during the summer term of 1906. Summer school enrollment in 1904 was forty-three and in 1905 thirty-seven, but in 1906 the new ruling raised the attendance to one hundred. From the course offerings either the beginning or experienced teacher could find what he needed to fill out a systematic year's work to be taken in three successive summers. The College planned to take care of one hundred fifty students.

The fourth year at Goshen witnessed an auspicious opening. Registration on the opening day reached one hundred thirty-eight, a gain of almost fifty per cent as compared with the same term during the previous year. A noticeable feature was the lower average age of the student body. This indicated that more parents were seeing the value of educating their children in their own denominational school and that sentiment in favor of education was growing. The students showed an excellent spirit of loyalty and cooperation. Faculty members and students again held an enthusiastic after-chapel meeting to consider ways and means for increasing the enrollment to three hundred at the opening of the winter term. At the close of the meeting students handed the names of prospective students to the corresponding secretary of the College. Many promised to use their personal influence through letters or other means to help raise the enrollment to the new figure.

Early in the fall of this year (1906-07) the College again made elaborate plans for the Winter Bible Term to be followed by a four-week school of agriculture. The Y.P.C.A. organized a Sunday school in East Goshen under the superintendency of Samuel Burkhard. This Sunday school was well attended; the community showed good interest. During the short Bible course M. S. Steiner was to hold a series of meetings and I. R. Detweiler and J. E. Hartzler were to lecture on various phases of missions and evangelistic work. A special meeting of Sunday school workers of northern Indiana also was planned in connection with the course.

The efforts of students and faculty to raise the enrollment to three hundred at the beginning of the second term (January 2, 1907) brought encouraging results. While nearly half of the eighty-seven new students were from points in Elkhart County and other Mennonite communities in Indiana, forty-seven registered from Ontario, Ohio, Illinois, Iowa, Colorado, Pennsylvania, Missouri, Kansas, Michigan, Louisiana, Tennessee, Maryland, Virginia, North Dakota, and Oregon.

During this year (1906-07) the enrollment in the commercial department was large (forty students). F. S. Ebersole, a graduate of the class of 1904 who had continued his commercial training at the Bryant and Strat-

ton Commercial College in Chicago, was employed as a member of the regular faculty and as head of the commercial department. The School of Business offered a two-year curriculum and a shorthand course in which shorthand and typewriting took the place of the theoretical subjects in the second year.

An event of far-reaching significance for Goshen College and for the Mennonite Church was the election of Boyd D. Smucker, a Goshen alumnus, as director of the School of Oratory to begin his work in September 1907. Knowing the spirit of Goshen College students and being thoroughly in sympathy with the ideals of the institution he came to work at Goshen with great enthusiasm. He himself was a good reader and his programs were popular in the Middle West. Sometimes he was called to other institutions to prepare debate teams and orators for crucial contests. Smucker's conscientious work not only made a contribution to the cultural life of the College by improving reading and speaking, but it also served as an avenue of public relations with the community and even throughout the Church. Much credit for effective debating, oratory, and other forms of public speaking belongs to the strong work of the literary societies, but credit must go also to B. D. Smucker who was head of the School of Oratory from 1907 to 1913.

Loyalty to President Byers and to the excellent group of young instructors whom he brought into the institution had much to do with making Goshen the most popular of all the Mennonite educational institutions during these years. When the College opened in 1907, one hundred sixty-one students registered. In these days of large enrollments that number may not seem large but in that same month Bethel College enrolled one hundred twenty-three students and Bluffton thirty. The table of figures with the total enrollment of students in all departments for the years 1898 to 1906 and the number of full-time faculty members employed indicates the growth of the institution.⁵

<i>Year</i>	<i>Students</i>	<i>Faculty</i>
1898-9	100	5
1900-1	165	7
1902-3	245	8
1903-4	273	9
1906-7	380	11

The financial growth⁶ of the institution for the corresponding periods is indicated by the following table:

<i>Year</i>	<i>Resources</i>	<i>Net Solvency</i>
1898-9	\$14021	\$13966
1900-1	18681	15479
1902-3	23068	19388
1903-4	74392	47825
1906-7	103171	73667

Expanding Influence of the College

A growing faculty increasing the number of Mennonites who wished to move to Goshen, created a demand for cheap housing. During the summer of 1908, the College appealed to a number of its friends to purchase some of the cheaper lots in the new addition and build houses which would rent from seven to ten dollars per month. Such houses were in great demand.

In spite of difficulties within and without, Goshen College continued to lead Mennonite educational institutions in numbers and influence. Goshen College was receiving recognition in other ways. Both Bethel College and Hesston Academy and Bible School asked President Byers during the winter to deliver their commencement address the following spring. The invitation at Bethel came as a combined unanimous vote of the faculty members and the graduating class.

One reason for the rapid growth of the College was the success of its students transferring to professional and graduate schools. By the year 1912 about ten per cent of the entire body of graduate alumni had done postgraduate work and received higher degrees.⁷ Only one had the Ph.D. degree, Professor Solomon F. Gingerich (University of Michigan, 1908). Six students had been granted the M.A. degree: Jonathan M. Kurtz, 1903, Oberlin; Solomon F. Gingerich, 1907, Indiana; Mrs. A. M. Hess, 1908, Indiana; Eli J. Rutt, 1908, Chicago; J. Frank Ebersole, 1909, Harvard; A. Metzler Hess, 1909, Columbia. In the summer of 1912, nine alumni and three Goshen College faculty members were in residence doing graduate work at the University of Chicago.

Financial Problems—Building Kulp Hall

Finances continued to be a major problem at Goshen College as they had been at the Elkhart Institute. Although fifty lots had been sold and over twelve thousand dollars were realized on the sales, some lots had been sold on time. Consequently, some bills for material for the

Administration Building remained unpaid. Over twenty-two hundred dollars were received in cash donations outside the city of Goshen. The sale of the property in Elkhart had netted six thousand dollars. Of the ten thousand dollars to be raised by the city of Goshen something over six thousand dollars was paid by February 1, 1904. Friends of the College had loaned about nine thousand dollars to the Board. In round numbers about thirty-five thousand dollars was raised between June 1, 1903, and the spring of 1904. The cost of the real estate purchased was fifteen thousand, buildings thirty thousand. This left about ten thousand dollars more to be raised to meet current obligations, and a debt upwards of nineteen thousand dollars. To offset this there were about ninety-five unsold lots, worth twenty thousand dollars, and buildings, equipment, and campus worth thirty-five thousand.

In 1906 President Byers and other members of the faculty felt that Goshen College, in spite of evident signs of growth, had reached a financial crisis. The institution had been struggling through its experimental stage for more than ten years. The faculty felt that ten years was long enough to develop a policy and give evidence of the worth of the institution and that the time had now come to give those interested a fair test to see what patronage of a substantial sort could be depended upon. Byers insisted that if the Church really desired an institution of this kind, interested persons should be willing to contribute to its financial support. To cover present urgent needs the school required twenty-five thousand dollars. If this sum was not forthcoming, the school could not go on doing the work it had begun. The only honorable and right thing to do would be to shorten the courses, dismiss part of the faculty, and limit the attendance to the number of students that the institution could provide for.

Three committees set up a plan to raise twenty-five thousand dollars for the various needs of the College. A "College Fund" of twenty-one thousand dollars was to be raised by C. K. Hostetler and J. S. Hartzler under the direction of the Executive Committee of the College. One month after the campaign began they were able to report: Lewis Kulp estate—three thousand dollars; John Rupp, Bloomington, Illinois—two thousand dollars; John Ropp, Bloomington, Illinois—one thousand dollars; Friends, Freeport, Illinois—one hundred forty-three dollars; Friends, Sterling, Illinois—one hundred eighty-eight dollars and fifty cents; total in the College Fund, six thousand three hundred thirty-one dollars and fifty cents. A "Faculty and Former Student Fund" of two thousand dollars had reached six hundred seventy-five dollars. A "Student Fund" had a total of one thousand fifty-five dollars and fifty cents. The Executive

Committee decided to begin construction on the new women's dormitory, later called Kulp Hall, as soon as two thirds of the cost of the building had been raised on the College Fund. Among the early donations for the dormitory were one from the Kelly Foundry and Machine Company and one of a hundred dollars from D. A. Sanders, of the Sanders and Egbert Lumber Company. In a short time the city of Goshen had subscribed over seventeen hundred dollars.

Early in March a committee of students was appointed by the Student Council to call a meeting of all students. At that meeting the committee presented a resolution proposing that the students of 1905-06 and 1906-07 should pledge to raise three thousand dollars provided the faculty and former students would raise a like amount for equipment and the Board would raise twenty-one thousand dollars to build a new women's dormitory and reduce the College debt. Four thousand dollars was to be earmarked for equipment in the library, laboratories, and dormitories and for departmental needs. Students proposed that President Byers name a committee of seven students to raise the money. He appointed J. Frank Ebersole and L. C. Schertz to head the committee. Great enthusiasm prevailed and a young woman student started the fund with a fifty-dollar subscription. The faculty passed a resolution supporting the project and promised to raise their share of the fund. A few days later the Executive Committee of the College under the direction of the Mennonite Board of Education passed a resolution to undertake to raise twenty-one thousand dollars for the dormitory and debt provided the Commercial Exchange of Goshen would raise three thousand dollars remaining unpaid of the ten thousand dollars promised to be paid when the school erected the original building.

The new building program was to provide a women's dormitory with a dining hall in the basement. The basement of East Hall was to be used for a steam laundry, the first floor for a music school, and second floor for a men's dormitory. It was estimated that these buildings and necessary funds for equipment would enable the College to provide for three hundred students and do satisfactory work in all courses then outlined. By commencement time construction had begun on the new women's dormitory, a building of brick and stone.

Finances of the College continued to give the administration considerable concern. In July 1908 liabilities amounted to thirty-two thousand dollars. On the other hand the Mennonite Board of Education still had lots for sale in south Goshen which if sold would have more than covered the debt. The appeal of the Board for money to wipe out the College debt during the summer of 1908 met with a ready response from

friends in Ohio, Illinois, and Pennsylvania. The August number of the *Goshen College Record* printed a long list of names of people who had made donations for this purpose and the amount each gave. Amounts ranged from one dollar to fifty—only two above twenty-five.

In preparing for the work for the year 1911-12, lack of funds continued to harass the administration. J. S. Hartzler stated that conditions within the College made it difficult for solicitors to secure both students and money. During this year while he was visiting at Hesston he wrote that it was "not difficult to see that there is more simplicity in dress at Hesston than there is at Goshen, and in combing the hair there is more consideration for the [prayer head] covering. At Hesston the hair is put up so that the covering fits the head, where at Goshen it is put up to fit the style regardless of how the covering fits." He thought there was a marked difference at Goshen between the present and two years ago. He went on to say "it does not require very good taste to be disgusted with conditions along this line at Goshen, nor does it require the foresight of a prophet to see that such conditions are a detriment to the College, numerically and financially." He also stated that at Bethel College discipline was more strict than at Goshen, and he ventured the opinion that "a little more rigidity would help Goshen."

The Peace Movement

Meanwhile, within the College, the faculty felt that they were making progress in advancing and promulgating the more vital concepts of the Mennonite forefathers. The Intercollegiate Peace Association had its origin in the conviction of President Byers and Professor C. Henry Smith that Mennonites were not assuming their proper role in promulgating peace sentiment of the type taught by their spiritual ancestors. The Mennonite Church, the original proponent of a Biblically based peace testimony, was lagging behind other churches in witnessing to that testimony. This conviction had grown upon Professor Smith in his research in Mennonite history while he was a student in the University of Chicago. At that time he had in preparation his brochure *Mennonites in History* and his first major work, *Mennonites of America*. During the fall of 1904 the matter of holding a peace conference was discussed in faculty meeting. The faculty of the College issued an invitation to the colleges of the Middle West representing the nonresistant faith, to a proposed intercollegiate conference to be held for the purpose of discussing what these colleges could do to promote the cause of peace. They sent invitations to colleges representing Friends, Brethren, and Mennonites: Earlham, Manchester, Juniata, Penn, Mount Morris, Central Men-

nonite, Bethel, Wilmington, Ashland, McPherson, and Friends University. Most of these institutions expressed themselves as favoring such a meeting and promised to send delegates to a conference to be held in Goshen.

At the first Intercollegiate Conference held at Goshen College June 22-24, 1905, two leading men in the American peace movement delivered the evening lectures: Benjamin F. Trueblood, secretary of the American Peace Society, and Professor Cyrus W. Hodgkin, president of the Peace Association of Friends in America. When the conference convened, five schools under the control of Mennonites, German Baptists (Church of the Brethren), and Friends were represented by delegates. At the end of the conference the delegates formed a simple organization and named it the Intercollegiate Peace Association.⁸ First members in the organization were Goshen, Earlham, Juniata, Penn, Ashland, Wilmington, and Friends University. A committee was appointed for the following year: Elbert Russel of Earlham, I. Harvey Brumbaugh of Juniata, and Noah E. Byers of Goshen. The delegates favored holding an intercollegiate oratorical contest on peace subjects in connection with the next conference. This was the beginning of the present Intercollegiate Peace Speech Association with annual contests in oratory and extempore speaking. Goshen College continues to furnish leadership in the latter organization, Roy Umble serving as national executive-secretary. Amos W. Geigley, Goshen alumnus of the class of 1913, annually donates two hundred dollars in prizes for winners in the Indiana state contests.

The College Song

Following the fourth year of its existence, Goshen College still had no college song. The Elkhart Institute alumni who had been thrilled by the lines of the Elkhart Institute song, composed by J. W. Yoder and sung to the tune of "Fair Harvard," kept clamoring for a "Goshen College song." In response to an appeal in the *Goshen College Record* several attempts had been made. A former student submitted a song, but the administration felt that although "the production had much in it that was meritorious and commendable it had not succeeded sufficiently in setting forth the spirit and ideals toward which the school as a Christian institution was striving." During this and several following years, the *Record* asked for a song embodying the aims and ideals of Goshen College. Late in the school year 1908-09 the faculty appointed a committee to endeavor to meet the long felt need for a college song. The committee repeated the previous appeals.

At the beginning of the year 1910-11, Goshen College formally accepted a poem by M. E. Miller of Kalona, Iowa, as the official college song. The final revision of the words was arranged by Miss Elsie Byler of the Department of English and the poem was set to music by Professor John D. Brunk, head of the School of Music. Several years later (February 1915), the *Goshen College Record* announced a "five dollar prize for a new college song" and in the next issue "first prize of ten dollars and second prize of five dollars" to whoever would "write the best college song before Commencement week." Apparently the prizes never were awarded. At any rate after more than forty years Goshen students and alumni are "Goshen College ever singing." Students of other colleges applaud the vigor of the lines and the unhackneyed freshness of the tune of the Goshen College song.

Important Faculty Changes

During the summer of 1911, several important changes took place on the faculty of Goshen College especially in the field of English. Some of these changes were to have far-reaching consequences. At the end of this year Elsie Byler was elected instructor of psychology and English at Bethel College where she was associated with H. L. Stump of the class of 1910 who was professor of English and philosophy. Professor S. F. Gingrich who had received repeated offers of a permanent place on the faculty of the University of Michigan finally decided to accept and resigned his position at Goshen. This created a vacancy in the Department of English, a position which few Goshen College alumni were qualified to accept. After considering a number of candidates the faculty and executive committee of the Board decided to take more time to find the best person to fill the vacancy and temporarily placed Paul E. Whitmer, professor of Bible, in charge of the department. He was to have enough assistants in both Bible and English so that the work of neither would suffer.

During the year 1911-12, President Byers took further steps to strengthen the faculty by employing a new head of the Bible Department in order to enable Paul Whitmer to devote full time to the English Department. In December 1911, J. E. Hartzler (A.B., Goshen, 1910; B.D., Union Theological Seminary, 1910) after considerable deliberation accepted the position of dean of the Bible School succeeding J. S. Hartzler. What made the decision a difficult one was that he was pastor of the Prairie Street Church in Elkhart and he had spent a great deal of time during the preceding year in a series of very successful evangelistic meetings. He requested the privilege of retaining his pastorate at the Prairie Street Church.

As it turned out, J. E. Hartzler's decision to come to Goshen College was to have far-reaching implications in the further history of the College. He was a natural administrator. Before he came to Goshen he already was president of the Northern Indiana Christian Association, an organization opposed to secret societies. He had no sooner been elected dean of the Bible School than he began to offer suggestions for administrative changes in his department and also within other departments of the College. In February a letter from him to President Byers offered the following suggestions: "Put Detweiler in as Business Manager, Kurtz to succeed F. S. Ebersole [who had resigned], let Weaver take Commercial teaching, and perhaps J. S. Hartzler could help Weaver out if necessary. Catalog Detweiler as Instructor in Bible Department for special term and for substitute, ask Whitmer to give English for one more year. I shall not object to Umble taking that department provided others are favorable." He also recommended changing the name of the Bible Department to Missionary Training School on account of the demand for such a school. He feared that some other organization would start a training school if Goshen did not. He asserted that it "was pretty hard to make good Mennonite preachers in a Presbyterian or a Methodist Seminary." He asked whether it would not be advisable to offer a course leading to Bachelor of Divinity—a three-year course preceded by the A.B. degree. In a later letter he wrote that because the College was weak on raising money and solicitation of students he felt that the College needed someone to give more time to work among the churches in the interest of money and students and that the president of the College should spend at least some of his time in that work. Few of these suggestions proved impractical. Some were implemented within the next year, some not for a number of years to come, but they showed that he had qualifications for an administrator and an executive.

Faculty salaries at the College remained at a low figure throughout President Byers' administration. The Executive Committee on April 17, 1912, made plans for the following year. A month later the Mennonite Board of Education voted to raise the teachers' salary schedule forty-five dollars a year instead of forty computed on the same number of years of study as in the former schedule. A week later the Executive Committee decided to employ E. S. Hallman as secretary of the College at fifty-five dollars a month and traveling expenses to solicit students and endowment. The business manager was to hire someone to solicit students during the summer at a maximum of two dollars and fifty cents per day.

















The Tenth Year at Goshen—Anniversary Celebration

The year 1912-13 began auspiciously. President Byers and Professor Gerig had just returned from their travels abroad. After landing in Hamburg, Germany, and spending some time at that place, they had arrived in Berlin before the close of the University session. Hence they spent some time attending lectures and studying the German educational system. This year marked forward steps in a number of areas. The work of the Y.M. and Y.W. was especially strong. The School of Music arranged another series of Philharmonic Concerts. The student lecture course had six strong numbers. Gospel team work was organized during the Christmas vacation. Again this year a Gospel team of five young men conducted a ten-day campaign at the Barker Street Mennonite Church near Mottville.⁹

Early in the year 1913, the faculty decided to celebrate during commencement week the tenth anniversary of the opening of Goshen College. President Byers and Professors Zook and Smith were appointed a committee to have general charge of the celebration. The committee arranged several general meetings and various student organizations planned reunions of former members. The committee also expected to promote a general homecoming of all former students. J. E. Hartzler, then serving as dean of the Bible School, issued a form letter calling for a reunion of all former Bible students, preachers, and missionaries who had attended the College during the last ten years.

So much careful planning had gone into the events of commencement week that the entire program beginning with the baccalaureate sermon on Sunday evening, June 15, and ending with the commencement exercises on Friday evening, June 20, was eminently successful. A large number of reunions of various types were held on Tuesday, June 17, and Wednesday, June 18—former Y.P.C.A. cabinets, literary societies, Normal, Bible, Music, and Business Schools, college and academy classes. Professor and Mrs. J. M. Kurtz entertained the A.B. graduates at their home and the two-year college and academy classes spent several very enjoyable hours together on the banks of the Elkhart. These reunions extended over the noon hour but closed in time for the annual alumni business meeting in the afternoon. President N. E. Byers had been asked to deliver the alumni address at seven-thirty on Wednesday evening. His address was followed at eight-thirty by the alumni luncheon. The most elaborate program of the anniversary season was the anniversary day program at two-thirty and seven-thirty on Tuesday. Future generations of Goshen College students and alumni owe a special debt of gratitude to Professor and Mrs. J. M. Kurtz for the meticulous care with which they re-

corded the events of this anniversary week in the pages of the *Alumni News-Letter*. Also of great value, are the pages of the *Goshen College Record* edited at that time by Professor D. S. Gerig. The Senior number of the *Record* contains the text of some of the addresses, especially of the alumni address and the orations delivered on the Senior program, also a paper, "Beginnings," by C. K. Hostetler.

Resignation of President Byers

Careful planning, a large number of homecoming alumni and friends, and an excellent program made the tenth anniversary celebration a success from many standpoints. But there was one disturbing note. As the week wore on, a persistent rumor spread over the campus. President Byers, Professor Smith, and Professor Whitmer had resigned.

For some time Byers had felt that his years of usefulness to the institution were past. Midway in the school year he had written to a teacher's agency which replied that it had many vacancies including several college presidencies. At the meeting of the Executive Committee earlier in the year a committee was appointed to "hire a president for Goshen College." This did not mean necessarily that they were looking for someone else but that they were authorized to enter into negotiations with President Byers concerning his salary and tenure. Actually, however, the Board had offered the presidency to another person but he had declined. Then on May 26, Byers wrote a letter to members of the Committee on Election of President stating that he did not expect to be a candidate for re-election. He believed he had done what he could for the institution in the way of building up a school with good educational standards. What was needed now, he wrote, was a leadership that could win the Church in general to a loyal and hearty support of the College. The Board could choose a president from several men available who ought to be able to unite all the forces to support a good strong school for the Church. He mentioned no one individual in his letter of resignation but on several occasions he recommended J. E. Hartzler. He urged them to be careful to select the one man they wanted and then in a united, wholehearted way give him their full support. He had conscientiously tried to give his best efforts and use his best judgment for a cause which he felt was his divine call and he left with many regrets the work which for fifteen years had been a real part of his life. It now seemed best for him to withdraw in favor of others who were better suited for the present need. He asked the Board to consider the advisability of making a change at the close of the summer school. He stated further that it seemed desirable to keep his decision from the general public until after

commencement so that the decennial anniversary might pass off without any interference because of uncertainty for the future.

President Byers' resignation came after many years of nagging criticism, misunderstanding, and even misrepresentation directed at him and the administration. Friends of the College constantly found it necessary to come to the defense of the institution and its president. Critics of the institution objected to the dress of faculty and students, to the employment of lecturers who were not members of the Mennonite Church, and to some of the lighter materials in the *College Record*, and especially in the College annual, *The Reflector*. In 1905 General Conference appointed a committee to investigate church institutions. The committee was made up of church leaders who took a sympathetic attitude toward the problems of the school. In 1907 they conducted a complete investigation of the finances of the Board and of the school and by repeated visits to the College familiarized themselves with the nature of the work being done at the institution.¹⁰

The members of the investigating committee were David Burkholder, Nappanee, bishop of the College church, Jonathan Kurtz, Topeka, a warm friend of the institution, and Noah Stauffer of Ontario. Their report is particularly valuable because it points up not only the concern of the friends of the institution for its success and support but also the chief criticism leveled at it by critics. Not all of the criticism came from those who were unfriendly to higher education in the Mennonite Church but also from some of the friends of the College. The points raised in No. 2 (simplicity of attire) and No. 7 (relating to employment of lecturers) of the report, were major objects of criticism as well as misunderstanding. The term "simplicity of attire" was interpreted in some sections as meaning the dress worn by Mennonites in parts of Lancaster County, Pennsylvania, and Virginia. These included the collarless coat for men and the cape and constant wearing of the devotional covering for women. None of these were the general practice among Mennonites and Amish Mennonites in Ohio, Indiana, and Illinois or in some other parts of the West. To meet criticism on this point N. E. Byers himself adopted the collarless coat but this did little to stem the rising tide of criticism on this and other points. President Byers' earlier association with Robert E. Speer and John R. Mott, and with Professor Coe at Northwestern led some of his critics to suspect him of liberal views in religion. These issues—dress, liberal theology, and the employment of non-Mennonite lecturers and chapel speakers—continued to harass the institution to a greater or lesser degree for the first thirty years of its existence.

J. S. Hartzler who met many members of the College constituency

in his travels soliciting money and students felt that some of the criticisms were just. When he was soliciting in Pennsylvania in 1910, he wrote that there was not so much confidence in Goshen College there as had been the case formerly. He proposed several reasons for the changed attitude. One was that some young people who had attended school were "a little on the rebellious order." Some were working in a way that did not receive the approval of the ministry and most conservative people of the congregation. One reason for suspicion in Mifflin County was that Juniata College had brought some things into the Dunkard Church (Church of the Brethren) which threatened a division in that church. Some people feared that the trend at Goshen College was in the same direction as that at Juniata had been years before which resulted in such a serious condition.

In Virginia, J. S. Hartzler met another situation. While they were students at Goshen several Virginia boys had been photographed wearing baseball suits or swimming suits and had sent the pictures home. This led to the report that the students of Goshen College ran around outdoors with arms and legs bare! Hartzler proposed that Byers tell the boys that they "could run in overalls nearly as well as in bathing suits," and that it was bad enough that far from home to have the report out that they have their arms bare to the shoulders! Goshen College had some very warm friends in Virginia who were greatly concerned for the welfare of the school and it was the agony of their prayers that the boys and girls should come back when school was out with a disposition to work with the Church. He added that what was true in Virginia was true nearly everywhere in other sections. The Mennonite Church, he said, had not stood the test of education in Virginia.

Byers' progressive views in regard to working with other Mennonite branches were misunderstood and misinterpreted. In 1910, when I. A. Sommers was interested in promoting a general meeting of all Mennonite groups, Byers collaborated to the extent of recommending certain individuals from the various groups to serve on a committee to prepare a program for a proposed all-Mennonite conference sometime in 1911. Daniel Kauffman, who had first consented to attend such a conference, later declined to serve on this committee. Some members of the branch which supported Goshen College interpreted Byers' interest in an all-Mennonite conference to indicate that he had certain "liberal" leanings on the doctrine of separation from the world. What Byers had in mind was something like the present annual "Conference on Mennonite Cultural Problems" sponsored by the Council of Mennonite and Affiliated Colleges.

Among President Byers' severe critics was a certain Mennonite writer. After Byers had written an article, "Practical versus Speculative Truth," this writer wrote that it had grieved him to read the article. He interpreted the article to express the opinion that Christ taught doctrine incidentally, that doctrine and creed were of small consequence, that practical truth was the principal thing. From something that Byers said his critic interpreted him to mean that in the resurrection there will be no resurrection of the body. A letter from Byers, however, seems to have satisfied him on this particular point. Another church leader was very severe in his criticisms of President Byers, especially of the article, "Practical versus Speculative Truth." In reply to this article, he wrote another entitled "What Is Truth?" To some of Byers' friends it seemed that, instead of taking the article as a whole, his critic isolated and misconstrued words and phrases and then drew certain inferences. Instead of directing his article at the statements made by Byers, he aimed his criticisms at the inferences he had drawn from the article. One friend wrote to Byers from Virginia, "I suppose you know that Brother ---- opposes the work of Goshen College. I am afraid that prejudice has a hand in dictating some of his arguments." That the Board did not agree with their criticism on this point is proved by later events. In 1918 after J. E. Hartzler's resignation, the Executive Committee sent the president of the Board to Bluffton inviting and urging Byers to return to the College as its president.

In spite of all the discouragements, however, there were evidences that the Mennonite Church was awaking to the need and the usefulness of higher education. George J. Lapp, missionary to India, wrote several articles for the *Christian Monitor* favoring college training. The first of these, "Need for a College Education," expressed the opinion that anyone who undertook to do foreign mission work without adequate educational preparation suffered serious handicaps. In a subsequent article, "What College Men Have Done for India," Lapp admits that this is a subject which he would rather not discuss in our own church paper because so many of our people think of a college education to be about "like petting a snake." But he goes on to say that if many of them could be on the field to see the "awful limitations of those who have not had the opportunity of a liberal education in the homeland before they came," they would change their view of the value of an education. He said that these limitations are true of many missions, not only of the Mennonite mission.

In spite of open suspicion on the part of some church leaders the relations between Daniel Kauffman, editor of the *Gospel Herald*, and

N. E. Byers seem to have been of a most cordial nature. Kauffman frequently wrote to Byers asking for articles. On one occasion he listed fifteen subjects and asked Byers to write on the topic, "A Talk with Young Women." At this time N. E. Byers also was on good terms with M. S. Steiner. On one occasion when Steiner learned that Byers was to speak at Central Mennonite College in Bluffton, he invited him to Zion "for Sunday forenoon or evening or both." Earlier the two men had some differences in regard to church work and administration, but the relations between the two became entirely friendly.

Byers sent his formal resignation to the Board of Education on June 25 stating that he had made his decision in the light of the needs of Goshen College and the cause of higher education among Mennonites in general. He repeated that the present need of Goshen College was for a leadership that would win a more general, cordial, and substantial support of the Church at large. "We cannot succeed," he wrote, "with half-hearted support or divided forces. An educated minister with both church and college experience can do this work; we have several from whom a choice can be made and so I feel that I should withdraw. With proper support and cooperation from all of the members of the Board, I should have been glad to serve as long as my services are desired and I believe that much might have been accomplished. I wish to urge the Board to agree on a man of their choice and then give him their united and active support. May God bless you in your important work and may Goshen College prosper as never before."

In his letter to the Board, Byers revealed that he had been asked to take a position in the recently organized Bluffton College and Mennonite Seminary in which representatives of five branches of the denomination were uniting to do more advanced work than any one of them could do alone. He believed that this was a movement in the right direction for the larger work that Mennonites ought to do in the future.

The resignation of President Byers and Professors Smith and Whitmer was a stunning blow to students and alumni. It was inconceivable that the College could continue without the spiritual and intellectual leadership of Byers. Besides, Smith was the only Ph.D. on the faculty and Whitmer one of the most popular instructors. Students and alumni immediately drew up a petition to the Mennonite Board of Education stating that as students and alumni of Goshen College interested in the welfare of the Church, they expressed disapproval upon the retirement of Byers and upon the resignation of two other members of the faculty. They stated that these men were interested in the welfare of the Church and her institutions, had succeeded in building up the credit and stand-

ards of the institution, and had gained the utmost confidence of the student body. They feared that if these men left the institution it would result in the disorganization of the College in such a way that it would take years to bring it back to its present position and high standards. They earnestly besought the Board of Education to "retain these men."¹¹

As Byers had announced to the Board, when he left he did so to become dean of the newly reorganized Central Mennonite College under the name of Bluffton College and Mennonite Seminary. Although the new movement at Bluffton had been organized by representatives of five different groups of Mennonites, the so-called "representatives" were not actually elected by the various conferences. Some of them had been approached as individuals to serve as members of the Board of Trustees. This was true of the three members chosen from Mennonite General Conference congregations and the three from the Central Illinois Conference.¹²

1. During the commencement season (1905) the examining committee of the Mennonite Evangelizing Board met at the College to examine candidates for foreign mission work. The Committee at that time consisted of Jonathan Kurtz of Topeka, Indiana; D. J. Johns of Goshen; J. S. Shoemaker of Freeport, Illinois; Tillman Erb of Hesston, Kansas; and J. S. Hartzler of Goshen. Earlier in the year, on February 4, the examining committee had examined fifteen applicants, present and former students of the College. Four of the applicants—J. N. Kaufman, M. C. Lehman, George Lapp, and Lydia Liechty—passed the final examination. The committee placed special emphasis on the spiritual qualifications and on evidence of a divine call. Eleven applicants took the preliminary examination.

2. The stockholder's meeting at the Elkhart Institute on June 13, 1903, had authorized the faculty of Goshen College to choose a motto and a design for a seal at their first meeting in the new year.

3. One of the tests of the motto is that it continues to furnish inspiration to an alumnus down through the years. It always is interesting to hear from older alumni and to receive their mature judgments regarding the work and ideals of Goshen College. An alumnus who graduated forty years ago recently wrote in regard to the Goshen College motto: "I have looked at many college mottoes but I have found none that better expresses the purpose of a college education than that of Goshen College—Culture for Service. In the older schools the common emphasis is upon such terms or ideals as 'light,' 'truth,' 'knowledge,' etc. In the later schools there is practical emphasis employing symbols as a plow, a tool, a pick, etc. In simple language, combining the highest ideals and aspirations with the practical arts and skills, the Goshen motto includes the best in all of them; not culture for its own sake, nor service without worthwhile ends and values, but Culture for Service."

4. Early in 1906, Goshen College had another cause for rejoicing. Through the activities of M. S. Steiner, the enterprising president of Mennonite Charitable Homes and Missions, Mrs. Louise Snavelly of Columbus Grove, Ohio, conditionally donated five thousand dollars for the erection of a city hospital in Goshen. Goshen College immediately offered to donate a site for the hospital. Since the hospital was to be located near the College the administration contemplated opening a course of training for nurses soon after the opening of the hospital. Through this arrangement the city and the College were to cooperate in offering a course in training for students who expected to engage in deaconess and mission work. This would afford an added inducement for students to come to Goshen College. Not only the College but also the citizens of Goshen took up the project with enthusiasm and looked upon it with much favor. The project failed for lack of interest and money. It would have cost much more than the original promoters had anticipated.

5. Although the Elkhart Institute was founded in 1894 its real history did not begin until 1898. Before that time it had no regular faculty, no well-organized course of study, and no well-defined policy. With the election in that year of N. E. Byers as principal, definite organization began relative to courses, faculty, and policy and in spite of its annual deficit the institution made rapid strides financially.

6. The Board of Directors had made considerable growth. At first it consisted of nine members who resided in Elkhart and vicinity. In 1901 to make it more representative this number was increased to twenty-five elected from several states in the Midwest. In 1905 it was again reorganized and placed under the control of the district conferences of the Mennonite Church with twenty-three representatives responsible for the management of the College.

7. At that time only graduates of the institution were considered alumni.

8. Dr. Benjamin Trueblood gave Byers credit for founding the Intercollegiate Peace Association and for helping to develop it. In 1912, the Carnegie Peace Endowment decided to make the American Peace Society the agent of its general propaganda work in the United States and appropriated twelve hundred dollars for this year to the Intercollegiate Peace Association.

9. They held evening meetings and also a number of day meetings. By special invitation they held one service at the Mottville Methodist Church. Forty-one people responded to the appeal to lead a Christian life.

10. Since the report of the committee points up the concern of both the critics and friends of education in the Mennonite Church, it is included here.

"From what we have seen of the school we recommend—

"1. That special interest be taken on the part of the teachers and management to conduct this school in a way that will best serve the church.

"2. That simplicity of attire, spirituality, and loyalty to the church be encouraged by students and faculty.

"3. That the church as a whole be more interested in the management of the school.

"4. That our young people who expect to take more than a common school education come to this school rather than to some other, because of the spiritual benefit to be derived here.

"5. That a larger dormitory be provided for the boys as soon as the necessary means can be provided.

"6. That the church make a special effort to pay off the present debt.

"7. That the management exercise caution in securing lecturers whose teachings will be in harmony with our principles, and that general levity be avoided.

"8. We advise that the educational interest of the church be kept under one special board and thus avoid the mistake made by some of our sister denominations."

11. Although not many students from the old Mennonite Conference followed President Byers and Professors Smith and B. D. Smucker to Bluffton College, that institution made considerable growth during the next year. Byers, Smith, Smucker, and later Paul E. Whitmer made a valuable contribution to the college. The school placed emphasis on Biblical nonresistance and graduated students who threw their weight on the side of peace education and propaganda. Although the influence of the General Conference of Mennonites of North America remained the dominating influence in the administration of Bluffton College, the Central Illinois Conference eventually joined the movement.

12. Earlier, in the doctrinal section of the *Christian Evangel*, official organ of the Central Illinois Conference of Mennonites, Rev. Aaron Augsburg of Saybrook, Illinois, questioned whether it would be advisable on account of "doctrinal differences" to undertake the proposed cooperation in Mennonite education as planned at Bluffton College and Mennonite Seminary. In the next issue he explains that he is "verily convinced" that the time is not yet ripe for the Central Illinois Conference to enter into any movement of that nature.

Chapter III

John Ellsworth Hartzler, President, 1913-1918

After President Byers' resignation as president of Goshen College, the Board elected J. E. Hartzler, dean of the Bible School, to succeed him. He was widely known in the Mennonite Church as an evangelist and as a speaker and writer in defense of the distinctive doctrines of the Church. Professor Paul E. Whitmer, even at the risk of being called a "quitter" by some of his friends, decided, instead of transferring to Bluffton, to assist his friend and colleague in salvaging their Alma Mater. He remained at Goshen as dean of the College and chairman of the faculty.¹ Relations between President Hartzler and Dean Whitmer seem always to have been most cordial partly, no doubt, because they had been members of the same literary society at the Elkhart Institute and at Goshen College. In 1911 Whitmer, professor of Bible, had transferred to the English Department apparently to make room for J. E. Hartzler in the Bible School, but also to be relieved of the criticism being directed at the teaching in the Bible School.

President Hartzler's administration launched an unprecedented program of expansion to meet the competition of the reorganized school at Bluffton. The Board looked forward to an expansion of courses in the field of science especially in agriculture.² This called for a new science building with the necessary equipment for laboratories and a farm for experimental purposes. At that time the science laboratories occupied poorly ventilated rooms in the basement of the Administration Building. The major contribution of Hartzler's administration was the erection of this building and the extension of the curriculum.

Optimistic Outlook

Even before Hartzler's formal inauguration on November 7, 1913, it had become evident that the loyalty of the students and alumni to their Alma Mater would keep them interested in Goshen. Great as had been their attachment to President Byers, their first loyalty was to their college. Everyone hoped that the institution was headed toward a new era of growth and development. To fill the gaps in the instructional

staff caused by the resignation of Byers and Smith two non-Mennonites were added to the faculty. Professor John E. Winter, as principal of the Normal School and professor of philosophy and education, was in charge of the courses previously taught by Byers. Professor James E. Gillespie, instructor in history, succeeded C. Henry Smith. The Executive Committee of the Board authorized President Hartzler to make definite plans to erect a science building. Professors Kurtz and Blosser cooperated with him in formulating plans for classrooms and laboratories that would furnish accommodations for the Physical and Biological Science Departments and for the work in agriculture. Domestic science and manual training also were to be introduced. "Domestic science" courses, later called home economics, were offered for the first time in the summer of 1914.

President Hartzler resorted to various devices to increase student enrollment. In 1913 in order to enlist the united effort of the whole student body, he offered fifteen dollars in gold to the student who furnished the largest list of names and addresses of students who actually would attend during the summer, ten dollars for the second best list, and five dollars for the third. He also planned conferences and special features in connection with the Bible School and the School of Agriculture.

Increase in student enrollment in the fall term of 1913-14 as shown by the following table demonstrated the effect of the strenuous activity of President Hartzler and Dean Whitmer in recruiting students. The number of high school graduates enrolled in the college and in the Normal School was especially encouraging.

	1913-14		1912-13	
	Fall	Winter	Fall	Winter
College	62	67	60	60
Academy	65	60	59	65
Normal	8	15	2	8
Bible	15	*17	5	8
Business	10	14	18	27
Music	15	14	15	13
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Totals	175	187	159	181

*Not including sixteen students registered in the Short Bible Term.

Building Science Hall

J. E. Hartzler had no sooner taken up his duties as president than he began to carry out the directive of the Executive Committee to plan

a science building. He had tentative plans for expanding the campus and building a gymnasium, chapel, normal school, and men's dormitory. The new science hall was to cost from twenty to thirty thousand dollars. Final plans were completed about May 1914 for a four-story building with accommodations for the departments of the biological and physical sciences in addition to the proposed courses in agriculture, manual training, domestic science, and astronomy. The building was also to include room for the gymnasium, a psychological laboratory, and a greenhouse to provide biological material.

Various disappointments delayed the laying of the cornerstone until February 23, 1915. The increased attendance at the College caused the administration to plan a building twice the size of the one originally conceived but without the gymnasium. At the end of March the exterior walls of the building were about one-half completed and President Hartzler hoped to have it under roof by commencement. In spite of delays work on the exterior of the new science hall was finished to the third floor in April 1915. President Hartzler planned to make the dedication of the building and the formal opening of the departments of agriculture and home economics the leading events of commencement week but the roof was still unfinished on May 25. Late in June President Hartzler asked the builder, I. W. Miller, not to push the work any faster than to have the fourth floor and the large room on the ground floor to the south—now Aurora Hall—ready by September 1915. Second and third floors were not to be completed before January 1 because money was scarce. Because the contractor had not been receiving money promptly, he stopped work on the building on November 5. The date for opening was postponed until Christmas. But the maple flooring was hard to get and was not being laid until January 19, 1916. On March 15 President Hartzler wrote to a prospective student that the domestic science department in the new building was just being completed and that they intended to start the domestic science school with complete equipment on June 5 at the beginning of the Summer School. The finished building skyrocketed the debt of the institution to a figure that would have made the Board turn pale if they had known the amount. They were not to learn it until later.

The College Farm and the School of Agriculture

The debts incurred by the College administration during the early part of J. E. Hartzler's presidency were not due to the building of Science Hall alone, but also to the purchase and equipment of the College farm. For a number of years church leaders had insisted that Goshen should

specialize in agriculture. On March 8, 1914, Daniel Kauffman wrote to President Hartzler, "I am an ardent advocate of an agricultural annex to our schools, we want to plan for a practical career for our young people, a career in which they will be of practical help to the work among and for our own people and the rural field in general. It is an absolute waste of time and energy and a suicidal policy to fit our young people for places a hundred miles off, where there is no opportunity to exercise their talents where they can be of practical use to the Church and the Church to them."

Within the next few days, President Hartzler wrote to S. F. Coffman of Vineland, Ontario, "We are about ready to buy a 60 acre dairy farm within ten minute's walk of the College." A week later he wrote a form letter and mailed it to a large number of the leaders of the Church³ urging immediate action to establish a department of agriculture and a strong Bible school in order to prepare Mennonite young people to return to the rural communities. He intended to offer courses in dairy farming, buttermaking, grain raising, animal husbandry, horticulture, and combined courses in Bible and agriculture for men as well as Bible and domestic science for women. Since Goshen College was the "only institution of its kind strictly under the control of the Mennonite Church, through the Mennonite Board of Education and one that stands on strictly conservative grounds," he felt that the project must be a success. Later in the same month (March 1914) the Board of Education purchased the College farm of sixty acres east of the College.

Immediately after the meeting of the Board, President Hartzler set out to raise money for the farm and for the farm buildings. The Board had authorized him to raise ten thousand dollars for the farm and twenty-five thousand dollars for new buildings on the farm. But in spite of the almost universal agreement among church leaders that the agricultural course was a necessity, Hartzler found it very difficult, if not impossible, to raise money to provide the necessary equipment. As soon as the Board purchased the farm President Hartzler set about stocking it with implements and other equipment. He wrote to a number of companies for a complete set of farm implements. He wished them donated and suggested that the advertising that the companies would receive would be sufficient remuneration to the donors. Early in 1914 he wrote to Purdue University for a farm manager to begin work March 1, 1916. When it became apparent that the College could not employ a graduate from one of the agricultural colleges, he entered into negotiations with Benjamin Summer of Illinois. After President Hartzler and Summer could not agree on terms the College employed William Haarer.

By April 15 Hartzler was able to report sixty acres of land, six good horses, eight head of grade cows, five head of young stock, and seventy-five chickens. The College had also leased an adjoining sixty-acre tract for one year. They intended to cover the entire farm with lime and make an effort to raise clover and alfalfa. They planned to make registered stock a specialty. In 1915 the Executive Committee of the College employed Mahlon Hartzler as superintendent of the farm.

When the College purchased the farm, the buildings were old—an old style brick farmhouse, a dilapidated barn, and a brick summer kitchen. Plans for the new barn included stalls for thirty cows, two cow pens in the dairy portion of the building, a horse barn with provision for six head of horses, space for a feed room, a driveway, vehicle storage, a straw shed, a feed rack, hay loft and feed loft above the cow barn, a grinding room and a milkhouse. In addition to the barn, the College planned to erect an implement shed with corncribs on each side and storage space above. The dairy barn, a building one hundred eight feet long and thirty-six feet wide, and an adjoining straw shed thirty-six by forty feet, two large silos, a milkhouse with a cooling tank, automatic power pump and pressure system, feed grinding equipment, and an implement barn were to be essential elements of the preparation for teaching scientific agriculture. Summer passed without the erection of the barn, but a donated silo twelve by forty was erected the second week in October and filled soon after.⁴ The barn and shed and an additional silo were built during the following summer.

At the end of two years the results were all that could be expected considering the many handicaps under which the work had been done. The School of Agriculture was organized under three departments: animal husbandry and dairying, field crops and soils, and horticultural crops and practices. Christian B. Blosser was head of the School of Agriculture. The entire basement of the new Science Hall with three large well-equipped laboratories and a greenhouse as well as several recitation rooms on the first floor, were ready to accommodate the agriculture students.

The School of Agriculture never achieved great success. World War I affected all the agricultural colleges. Many schools of agriculture closed in order to give men an opportunity to go back to the farm to help increase crop production in order to anticipate the threatened food shortage.

The war and the resulting draft were not the only obstacles in the way of the growth of the agricultural department. Many of the students even from farming communities had little interest in the courses.

Some faculty members, feeling that the School of Agriculture did not offer courses of sufficient scholastic value and dignity, discouraged students from enrolling in them. Naturally the organization of the School of Agriculture added greatly to President Hartzler's burdens without offering compensating advantages by increasing donations or attracting students. Approximately thirty thousand dollars had been invested in the farm, farm buildings and equipment, and a rather large sum in equipment for the courses offered in Science Hall.⁵

Financial Difficulties

Although the building of Science Hall and the purchase and equipment of the College farm had been a long hard pull fraught with many difficulties and disappointments, President Hartzler's troubles were not over when the building was completed and equipped, the College farm stocked, and the course in agriculture inaugurated. During the year and a half or two years of the construction of the building he had tried in every way to interest the constituency in contributing money for the project. They found many excuses for their lack of support.

The constituency was so slow in supporting the building program that President Hartzler and the business manager, J. S. Hartzler, often were in desperate straits for money to pay labor and materials. They even considered placing a mortgage on the campus. J. S. Hartzler counseled against it. He said that they had mortgaged the campus once and he resolved then, if they got that mortgage off, there never would be any more mortgages except as a last resort. On one occasion when J. S. Hartzler borrowed a thousand dollars to meet parts of the most urgent bills he told none of his friends where he got it. He wrote to President Hartzler, "I do not tell all of my business around here; it's not best, I find out."

One reason for the desperate need for money was a rise in cost of materials and labor. Instead of twenty-five thousand dollars Science Hall cost over fifty thousand. But the building had been started. To stop at any point would have meant losing students and also support for the agricultural program. Both J. S. and J. E. Hartzler refused to believe that their optimism and energy could fail to inspire friends of education to provide the necessary money to pay the obligations incurred by their extensive building operations. Sometimes conditions in certain areas were unfavorable for solicitation. On a trip to Nebraska, J. S. Hartzler found that rains and floods had left some wheat fields, ready to cut, standing in from one to three feet of water. The flood was also ruining the prospects for a corn crop.

Though money was being raised by ten dollar and hundred dollar

gifts, creditors demanding thousands and tens of thousands were becoming impatient. On one occasion when a contractor had turned in a statement for twenty-four hundred dollars President Hartzler did not have enough money and "could not ask the Bank" to lend him more. Another time when both J. E. and J. S. Hartzler were away from Goshen trying to raise money, Dean Whitmer wrote that the contractor was saying that the College owed him twelve thousand dollars and he must have it. He closed his letter with the words, "I fear that unless the situation soon relieves we shall have an elephant on hand such as Smith and Byers have been prophesying for the College." Once President Hartzler received a letter from J. S. Hartzler stating that he was not sure how long he "could stand it." Less than a week later, he wrote to President Hartzler advising him to borrow money away from Goshen if possible, because it "would look better to the bank." They might think that the money came in as a donation!

In August 1916 when J. E. Hartzler was at Dalton, Ohio, J. S. Hartzler wrote him that he would need one thousand dollars on September 1 but he did not wish to borrow at the bank if he could help it. He advised the president to get it in one hundred dollar lots "if in no other way." J. E. Brunk, manager of the dining hall, resigned because bills were coming in and there was no money to pay them. A letter from J. S. Hartzler to J. E. Hartzler at Sugarcreek, Ohio, where the latter was holding meetings stated, "I am somewhat at a loss to know just what to do, something must be done before it's too late. No one can do business this way." Other bills past due kept coming in. During the summer of 1916, creditors were told that if they would wait until after the opening of school on September 20 the College would try to make payment. In October the Salem Bank called attention to a past due note. All during 1916 and 1917 bills, bills, bills kept coming in, sometimes accompanied by angry letters reminding the president of previous repeated promises to pay.

In 1916-17 the annual operating deficit was between three and four thousand dollars. It was necessary to raise this amount in addition to soliciting money to pay the debt on Science Hall and the College farm. To a number of creditors, President Hartzler wrote in January 1917 that the College was expecting a ten thousand dollar donation from a friend in Illinois. Later he stated that the donor would not send the money until March. During that period, both J. E. Hartzler and J. S. Hartzler borrowed money on their homes and on their personal notes, and had persuaded groups of friends here and there to borrow amounts up to five thousand dollars.⁶

Throughout this period J. E. Hartzler seems to have paid all other bills of the College first and then if there was any money left he drew his own salary. He did not receive all of his pay for the year 1915-16 until March 1917 and then he required nearly all of it to pay back debts. On at least one occasion he was unable to pay the rent on his house because he did not draw his salary so that building could go on. In March 1917 when he was back on his rent, he offered to send a one thousand dollar note bearing six per cent interest to H. V. Albrecht of Tiskilwa, Illinois, and proposed that Albrecht take out of it what Hartzler owed him for rent already due and for six months in advance and then send Hartzler the remainder in cash.

The College and World War I

Hartzler took an active part in the movement to secure exemption for Mennonite men from military service both combatant and noncombatant. When Paul E. Whitmer, who at that time was dean of the Mennonite Seminary of Bluffton and pastor of the Zion Mennonite Church west of Bluffton, wrote to the College asking J. E. Hartzler or I. R. Detweiler to come to the Zion church to hold meetings, he complained that some of the ministers who visited men at the camps were giving them all kinds of contradictory advice. He proposed a meeting to "thrash out some things." Hartzler visited some of the camps and commended the men for the stand they were taking and for the way they were bearing up under their new experience. His files contain letters from a number of former students expressing their appreciation for his interest in their welfare and for visits to their camp.

A newspaper correspondent who had been asked to write a short article on the part played by Indiana colleges in promoting the war effort, asked the president for data in regard to what Goshen College had undertaken. He replied that the student body of Goshen College had received donations amounting to one thousand four hundred dollars to be used among the prison camps and for reconstruction work in Europe and that the College had done nothing else toward war relief.

College Enrollment

Whatever the failures in the growth of enrollment in the School of Agriculture, they can hardly be ascribed to shortcomings on the part of President Hartzler. As already mentioned, Hartzler and Whitmer had made an intensive canvass for students in the summer of 1913. This resulted in increased enrollment in spite of the resignation of President Byers, Dean C. Henry Smith, and several other members of the faculty.

During the next winter Hartzler wrote to a number of church leaders asking for the names and addresses of children in Mennonite families and received the cooperation of Mennonite leaders in a large number of communities. Some of the letters he received indicate that the cooperation was not wholehearted and that some church leaders even hoped that their young people would not attend Goshen College.⁷

Again in April 1915 Hartzler composed an excellent letter to be mailed out to prospective students and their parents. It was an especially appealing letter listing courses and expenses and containing much good promotion material. Among the former students of Goshen College, he wrote, there were now sixty preachers, about twenty missionaries, and a large number of prospective Christian workers. He admitted that the College had its faults and had received considerable criticism, some just, much unjust. During the summer of 1916 form letters and hundreds of personal letters of solicitation went out from President Hartzler's office to addresses of prospective students in the United States and Canada. Walter E. Yoder while conducting summer singing classes also solicited students. Various factors tended to reduce the effectiveness of student solicitation. Ministers sometimes discouraged young people from attending Goshen College. Hartzler continued his strenuous program of student solicitation until within a few days before his resignation in 1918. At that time he wrote for the name and address of members of high school graduating classes for the purpose of distributing announcements concerning the 1918 "summer normal school."

For soliciting students, Hartzler depended not only on letters but also on newspaper advertising. On June 1, 1915, he printed a display advertisement two columns wide and nine inches high advertising the "Goshen School of Bible and Missions." Some time later, in a large two-column advertisement about ten inches high, he advertised the "Goshen College School of Music." In October 1915 the *Goshen News-Times* carried an advertisement three columns wide and about seven inches high announcing the "College of Liberal Arts, Academy, Normal School, School of Music, School of Bible and Missions, School of Business, and School of Agriculture with twenty well educated teachers, large well equipped laboratories, lecture rooms, library, new Science building, dairy and buttermaking machinery." The College advertised not only in the local paper but also in some of the Church periodicals and in high school annuals.

In spite of all the difficulties in enrolling students the College seems to have enjoyed a good reputation in the city of Goshen and Elkhart County. In 1914 a class of forty-four students graduated from Goshen

High School. Of this number, fourteen attended college in September and all of them registered at Goshen College.

Student Aid

Hartzler, as Byers had done, made every effort to aid worthy students to secure an education at Goshen. In the fall of 1913, he wrote to a prospective student that the College had been giving from ten to fifty dollars to each student who was in need of such help. He took a generous attitude toward missionaries and their children. In November 1913 when the daughter of a missionary had paid fifty dollars on an account of one hundred twelve dollars he canceled the remainder of the debt.

Hartzler offered fifty-dollar scholarships to senior students in any high school who made the highest scholarship record during the senior year. After the College had established a school of agriculture, Lewis and Jacobs, a firm in Goshen, offered a fifty-dollar scholarship to a student regularly enrolled in that course. In 1918 the Board had a number of scholarship annuities, the interest of which was to pay tuition of students preparing for religious work. Following is a list of these annuities.

Donor	Principal	Annual Interest
Rupp & Ropp	\$6000.00	\$300.00
Louisa Snavelly	1000.00	40.00
Kindig Scholarship	500.00	30.00
Peter Schantz	50.00	3.00
	-----	-----
	\$7550.00	\$373.00

Apparently these annuities were used in the building operations. The present college administration has no record of them. They had been invested by the Board.

Students receiving a scholarship in consideration of their intention to engage in religious work were asked to sign a contract to repay to the College the amount of the scholarship provided they did not fulfill its terms. In November 1913 President Hartzler wrote letters asking repayment from twelve students who had received such aid between 1908 and 1911 and who were not engaged in full-time religious or missionary work. In 1914, when he was trying hard to secure money to build Science Hall he signed a contract with C. H. Musselman of Bigler-ville, Pennsylvania, granting a life scholarship for his children for any course in the College in consideration of a payment of one thousand dollars.

Scholastic Growth

Scholastically Goshen College was successful. In 1913 Milo L. March, who did his freshman and sophomore work at Goshen, was awarded a Rhodes Scholarship. This scholarship, good for three years, carried with it an annual stipend of fifteen hundred dollars. On Mr. March's appointment to the scholarship at Oxford University he paid a personal tribute to Goshen College when he stated that it was at Goshen that he "really learned how to study," and that the grade of instruction in the work of Princeton University was not superior in quality to that which he "received in Professor Lehman's mathematics classes."

In spite of the lack of official accreditation of Goshen as a liberal arts college, President Hartzler was able to secure admission without condition for Goshen graduates in most of the leading schools in the Middle West and the East. Many Goshen graduates were awarded attractive scholarships without examination. John J. Fisher, a member of the class of 1913, held a state scholarship at Indiana University during 1913-14. While at Indiana he was appointed to a Harrison Fellowship in Philosophy and Education by the University of Pennsylvania for the year 1914-15. The fellowship was renewed for the following year. This was one of the most desirable fellowships the university had to offer. Vernon Smucker of Wayne County, Ohio, following his graduation from Goshen College in 1915, was awarded a class A scholarship amounting to one hundred fifty dollars by Union Theological Seminary in New York. This was the highest seminary scholarship available to first-year students without examination.

Recognition of Goshen College faculty members and graduates reached a new high record in 1916. Professor D. S. Gerig was elected to an Austin Scholarship for teachers at Harvard University; Professor C. B. Blosser a scholarship at the University of Wisconsin; E. E. Lehman, of the class of 1916, a teaching scholarship at the University of Chicago; and J. C. Meyer, also of the class of 1916, a state scholarship at Indiana University. In the next year Professor Blosser, a candidate for the degree of Master of Science in Agriculture at the University of Wisconsin, won first prize in an essay contest conducted by the Wisconsin State Horticultural Society. In this year also (1917) Jesse N. Smucker won second place in the Indiana State Intercollegiate Peace Contest with his oration, "The Passing of the Dinosaur."

Building the Curriculum

At the time of Hartzler's inauguration, alumni had insisted that Goshen College must maintain its tradition of looking upon higher edu-

cation with the spirit of mission, to make it possible for the humblest and the poorest to obtain an education, not to substitute short courses and quick methods to attain superficial education. Under the direction of Dean Paul E. Whitmer, chairman of the faculty, the College put on a strong educational program. Superintendent Mendenhall of the Goshen City Schools proposed an arrangement with the "Goshen College Normal School" whereby the students in that department were to serve as substitute teachers instead of regularly appointed cadets as had been the practice up to that time. This cooperation between the city schools and the normal department seems to have been mutually satisfactory and beneficial. The Mission Board was beginning to recognize the necessity for special educational preparation for mission work. The College continued its pleasant relations with the *Christian Monitor*. In 1913 H. Frank Reist, the editor of the *Monitor*, wrote to Hartzler asking him to appoint someone at the College to write for the educational department. Up to that time N. E. Byers had charge of the department.

During this period, it was possible for a student to graduate from high school in the spring, qualify for a teacher's certificate by going to summer school one term, then teach the next fall. In the fall of 1916, the College and the trustee of Elkhart Township planned to cooperate in a Model Rural School at the Ullery School near the interurban car line a mile or two west of the city at the intersection of the Harry Green and Bashor Chapel Roads.⁸ This school was to be converted into a model rural school and conducted in such a manner as to meet the approval and accreditation of the Indiana State Board of Education. The State inspectors recommended that Goshen College be continued with accredited standing.

Throughout the administration of President Hartzler standard accreditation of Goshen's liberal arts work was a constant problem. When Goshen applied for membership in the North Central Association in 1915, the secretary of the Association informed President Hartzler that since the endowment of Goshen College was below standard, the Association had not gone into further detail in considering accreditation for the College. A month later, at President Hartzler's suggestion, Dean Paul E. Whitmer made a trip to Indianapolis and to Columbus, Ohio, regarding teacher accreditation in these two states. He had little difficulty with the State Department of Instruction in Indiana and succeeded in working out a plan with the authorities at Columbus. Provisional accreditation was arranged also with the Texas State Department of Education.

Even before Science Hall was completed President Hartzler was

planning a new building for theology and intended to offer a full standard theological course leading to a bachelor of divinity degree. Until September 1917 the Bible School had only one full-time instructor. By that time the number of students together with the call for more courses made it necessary to expand the offerings. A. E. Kreider who was to complete his work at Northwestern in 1917 was to assist I. R. Detweiler in the Bible School. In July of that year J. E. Hartzler wrote to an alumnus of Goshen College, "The only rational thing to do with any Bible School is to keep it geographically located with the College so that the students may take courses at either institution." He promised that in a few more years there would be separate buildings, and a full corps of teachers for a school of theology offering courses leading to the B.D. degree at Goshen College. In line with this developing program, the *College Record* carried a three-page advertisement of the 1918 special Bible term.

At the same time, Hartzler was making every effort to build up the course in Agriculture. In 1917 he advertised a twenty-four-week short course in Agriculture with the first term of twelve weeks beginning in January 1918 and continuing to March 15. The second term was to be given during the same period in 1919.

Problems in Serving the Church

One condition that was giving Hartzler considerable concern was that the Mennonite Church was not able to provide positions for its educated young people. He had visited a number of universities, he had been in Chicago. Everywhere he went he met former Goshen College students and alumni who were ready to launch out into professional work of various kinds. These young men had a desire and determination to remain in the Mennonite Church. Hartzler felt that one consideration that was standing in their way was the feeling of financial insecurity. To young people prepared and willing to serve, the Church could give no assurance of a worthwhile task or of support in old age.

That Hartzler tried to cooperate with the leaders of the Church in planning the educational work at Goshen College is indicated by the educational conference held at the College during the first week of the second year of his presidency. Several features of the *Goshen College Record* were omitted in order to include in whole or in part the addresses delivered at the conference.

In the latter part of the year 1917 Hartzler was much interested in the first laymen's missionary convention, organized by A. Hershey Leaman of Chicago. Leaman had first asked Hartzler to serve as chairman. Some supporters of the movement tried to induce the Indiana

Sunday School Conference to adopt a resolution requesting a missionary conference. The conference not only refused to take any action but did all it could to discourage the movement. Three major objections to the meeting were that it was "a man's missionary meeting," it was "to be held in the old Methodist church on Halstead Street in Chicago," and it was to be "in the city and not the country." Even such broad-minded church leaders as C. Z. Yoder and J. S. Shoemaker advised President Hartzler to have nothing to do with the conference. He finally decided to go as a visitor. It seems that Hartzler delivered an address in the meeting. It may have been extemporaneous because a letter from A. H. Leaman to Hartzler on December 22, 1917, asked for the text of Hartzler's speech "given at the Men's convention." A notation at the end of a stirring missionary address on Isaiah 6:8 in Hartzler's files shows that this address was delivered at the men's missionary conference in Chicago on December 13, 1917.

This incident is important for the light it throws on some of the misunderstandings that led to closing Goshen College less than a decade later. The advice by the church leaders in this case does not indicate their personal narrowness but their understanding of the general church attitude: slow to take up anything "new," emphasizing "separation," suspicious of the city and its possible contaminating influences. The younger leaders on the other hand were ready for an aggressive program of missionary endeavor, a reinterpretation of the mission of the Church, with an almost reckless disregard of possible consequences. The preservation of the "faith of the fathers" on the one hand and its direction into new channels in line with Biblical concepts on the other cost many heart-aches and the loss of badly needed manpower and money.

In reading through the records of this period one is impressed with the strength of the religious and educational program at Goshen College during Hartzler's administration and the satisfying extracurricular experiences of students in the areas of speech, religious activities, athletics, literary work, and social life. Abundant evidence shows that this program stimulated student loyalty not only to the institution and the instructors but also to the teachings of the Church. Many students were preparing for service in the Church, in the ministry, in educational work, or in missions.

In sharp contrast, however, to this air of comparative peace and cooperation within the institution, relations between the Board of Education and the administration indicated lack of confidence and harmony. As already pointed out, the Board seems to have shown only mild concern with the crushing financial burdens of the institution and con-

cerned itself primarily with certain reports about the school: that some of the instructors were inclined toward liberalism, that the teaching was not sound, that the students were inclined toward levity, that the atmosphere of the school was worldly, that certain textbooks were unsound, that some of the library holdings contained unorthodox teachings. The minutes of some of the meetings of the Mennonite Board of Education indicate that these and similar problems occupied a large share of the Board's attention. To carry out its task of protecting the soundness of the institution the Board appointed several committees. A faculty committee drew up a list of questions on doctrinal subjects to be answered by prospective instructors. A textbook committee was to examine the textbooks used in the institution and to pass on the soundness of the teaching contained in them. A library committee performed a similar service in examining the library holdings.

From the first it had been the aim of the institution to employ teachers who were members of the Mennonite Church and sound in its doctrines. For some positions it had always been difficult for Goshen College to find a Mennonite teacher. This was especially true in the Department of English. In the summer of 1917 the College employed Isaac Keller, a non-Mennonite, to head the department. Many of his former students recall with gratitude his excellent work as an instructor in English, speech, and debating and his fine Christian spirit. D. A. Lehman, a member of the Methodist Church, taught mathematics from 1906 until his retirement in 1935.

Several outstanding Mennonite prospects for the faculty failed for various reasons to accept employment at Goshen. Some were disappointed at the critical attitude of the Board. Vernon Smucker of the class of 1915 was to head the department of history and social science, but he became dissatisfied with the future prospects of the College. Before completing his graduate work he became editor of the *Christian Monitor* in place of H. Frank Reist, who was elected president of Goshen College in 1919.

J. E. Hartzler seems to have attempted to work in close sympathy and cooperation with all sections of the Church. He welcomed the Board's action in 1914 in appointing a committee to examine the libraries of Goshen College and Hesston Academy for unorthodox books. The Board, he said, "had finally shouldered some of the problems with which the school had been silently, patiently, and conscientiously struggling for some time" and he pledged his support to the Board of Education.

In the summer of 1917 the religious welfare committee of the Board requested that each member of the faculty write a paper on "My Position on Fundamentals of Christianity." Hartzler assured the committee of his hearty cooperation and also of all the other members of the faculty in doing anything that would bring about a satisfactory understanding on the question of what the Goshen College faculty believed and taught.

An example of the difficulty that the College experienced on account of certain reports regarding textbooks is found in a letter from Daniel Kauffman to J. E. Hartzler in 1914. Kauffman stated that he did not question Hartzler's soundness on doctrine. His presentation of the plan of salvation in the new book (*Bible Doctrines*, Daniel Kauffman, Editor, Scottdale, 1914) and the part that he took on several noted resolutions which were entirely satisfactory to the Church at large had identified him on the right side. But what Kauffman now contended for was that the College adopt textbooks that made this issue equally clear so that "there may be no uncertain sound on the question of orthodoxy on the part of any teachers or graduates in and from any of our schools." In his reply Hartzler asserts "... the large portion of the Church does not know what the average student in college or university has to contend with. Our church has written nothing; all our reading is that written by other men ... the leaders of Mennonitism are practically unknown to the great mass of our people old and young."

In a later letter to Hartzler, Kauffman used considerable space in pointing out certain fundamentals on which everyone must stand. This had to do with certain unpopular attitudes and positions required of the Christian. Kauffman's letter is important as pointing up the issues which later separated some of the men in the Mennonite Church. The difference between Biblical principles and the application of those principles was not always clear. Kauffman insisted on the application of the principles of separation from the world and nonconformity to the world as practiced in the extremely conservative sections of the church especially with regard to dress. Kauffman probably had more influence than any other one individual in securing the adoption by Mennonite district conferences of a uniform discipline—on dress regulations and similar matters—that would be acceptable to the less progressive congregations in the East and Far West but not wholeheartedly accepted and observed by most congregations in the Middle West where congregational practice did not agree with conference regulations. This was a major cause of contention between Goshen College and the more conservative elements in the Church.

Meanwhile, although many members of the Board of Education were inclined to continue a very conservative policy not only within the institution but also toward other Mennonite groups, J. E. Hartzler approved and attempted to promote a more generous policy. When the Central Illinois Conference had decided to hold a meeting on January 6, 1915, to endorse some college for their young people Hartzler tried to influence some members of that branch to endorse Goshen. He asserted that "every man on the Board of Education here on the College grounds" favored representation of the Central Conference on the Executive Committee of the Board of Education. Hartzler was convinced that since the Central Conference people had given Goshen College excellent support, the College owed them a representative on the Board. But in spite of Hartzler's optimism the overtures of the Central Conference Mennonites met with no response from the Board as a whole. Eventually, the Central Conference endorsed Bluffton College.

The "Modernism" Controversy

Early in Hartzler's administration, a church leader raised serious questions regarding some of the textbooks in use at Goshen College. He kept agitating the question of a textbook committee until finally the Board of Education decided to appoint such a committee.⁹ At the same meeting the Board appointed a committee of five to "work out the problems of the Church and the school." In addition to the two presidents of the schools under the Board, J. E. Hartzler and D. H. Bender, the Board appointed Daniel Kauffman, S. E. Allgyer, and George R. Brunk. At this same Board meeting, a Religious Welfare Committee, previously appointed, recommended that not only the heads of the school but especially teachers in their classes give definite teaching on the side of orthodoxy whenever any questionable point arose in class discussion.

In spite of what seem to have been conciliatory efforts on the part of the College, the Mennonite Board of Education at its meeting near Wauseon, Ohio, in 1915, found it necessary to appoint a committee to investigate certain charges preferred against those by whom the charges of unorthodoxy were brought. The report of the committee shows that it investigated certain charges against the College and some countercharges brought to the Board by the College reflecting on its critics. The committee decided that some of the statements rested on a difference of opinion as to the policy and course pursued by the College administration. At this meeting the Board also received a report from the Committee on Problems of Church and School relative to the investigation of the music department. The Committee had not completed its

investigation. Part of the criticism of that department had to do with the use of musical instruments and on that point the members of the Board were not in full agreement.

At this meeting of the Board, the report of the Textbook Committee was given by J. E. Hartzler. After some discussion the Board adopted a resolution providing for the appointment of a standing textbook committee of three to be appointed by the Board. It was to be the duty of this committee to examine and recommend textbooks for use in the Bible, science, and history departments of Hesston and Goshen Colleges. The instructors in those departments were requested to submit from time to time a list of all textbooks under consideration for use. From this list the Committee then was to make its recommendations. The committee appointed was S. F. Coffman, chairman; D. H. Bender, and J. E. Hartzler. In 1917 the Board elected J. E. Hartzler president for another three-year term.

Controversy with the Publishing House

Soon after his election to the presidency of Goshen College in 1913, J. E. Hartzler began to advocate the publication of a magazine for preachers and Sunday school workers to be printed by the College. When Hartzler wrote to different members in the Church regarding the feasibility of printing a magazine he received a variety of replies. C. K. Hostetler, former business manager of the Elkhart Institute and Goshen College, wrote that the new magazine might be "a good thing" but it hardly would be a paying proposition because the printer's bill would be large. Other correspondents were more enthusiastic; one said, "Name it 'The Bible Instructor' and add a 'Question and Answer Department.'" During the year 1915, Hartzler received a number of very favorable replies and even voluntary pre-subscriptions to the new magazine. About that time the College was charged with "running ahead of the publishing house and taking their publication away from them." It seems that meanwhile, someone had pushed through the publishing committee of the Mennonite Publishing House a proposition very much like J. E. Hartzler's plan for his magazine. In view of all that had happened, the College, with just a touch of bitterness, decided to suspend action regarding the new publication and to await developments at Scottdale. Although the magazine was never published either by the College or by the Publishing House, the controversy concerning its publication caused considerable difficulty in some circles.¹⁰

Misunderstandings

At this distance it may be difficult to sense and to interpret the reasons for the lack of confidence between the leaders of the College and the leaders of the Church. There is abundant evidence to show that the leaders of the College mistrusted the untrained leadership of the Church and were impatient with what they considered their over-cautious attitude in regard to launching new forward movements. They had little sympathy with those who attempted to minimize or discourage higher education and training for positions of leadership in the Church. It is equally true that many of the leaders in the Church, who were friends of higher education and of the educated young men, had honest doubts regarding the loyalty and sincerity of those who had received their training in institutions of higher education, including Goshen College. Even when they trusted their loyalty, they feared their lack of judgment and their impetuous disregard of the religious practices of large sections of the Church.

One example of the tragic results of misunderstanding and unfounded suspicion came up early in 1916 after Hartzler had written an article for the *Christian Monitor* pointing out the necessity for preparation for work in the Church and on the mission field. The editor of the *Christian Monitor*, H. Frank Reist, "liked the article" because Hartzler stated the extreme position of each view and pointed out the fallacy of both. Hartzler had written, "Let the College man be a man of the world but let his world be that of all times, of all ages, of all conditions" A certain minister in the East wrote a large number of letters to fellow ministers in the Middle West charging that J. E. Hartzler was unorthodox and dishonest and was willfully deceiving the people by saying that the College man must be a man of the world. This he said was contrary to Scripture, inasmuch as the Bible teaches "separation from the world." The same critic used the same method in a number of other instances selecting phrases instead of complete sentences from the article. It was this and similar attempts to discredit the educated leadership of the Church that drove many of the educated young men out of its ranks.

In spite of honest efforts to fit in with folks at home, Goshen College students often had a great deal of trouble. It frequently happened that when students returned home and attempted to improve social conditions along the line of the new ideals they had learned to appreciate at Goshen College, their efforts met with a mixed reception, parents would approve, ministers sometimes would disapprove. Early in his administration, Hartzler received a letter from a Mennonite mother who

was considerably exercised over the criticisms of one of the ministers regarding the social life and activities of the young people. She asserted that the social conditions among the young people had improved since the time when she was a young woman.

On one occasion Hartzler received a letter from a minister in Ohio protesting that some of the young women at the College led prayer meeting without wearing the prayer head-covering. Hartzler replied that he knew nothing of such a practice although it might have happened in some of the rooms or private prayer meetings, but he knew nothing of it. He explained that another thing might have happened; some of the students at Goshen College were not members of the Mennonite Church and did not wear the covering. It might be that some of them led in prayer in a private Bible class or prayer meeting. He observed that it would be difficult to keep a person from praying at such a time as this when she wished to pray. He insisted that it was the rule for sisters who lead meetings to wear the devotional covering. Hartzler might have admitted truthfully, however, that a few students and faculty members were ready to consider the wearing of the devotional prayer veiling as a cultural survival instead of a Scriptural injunction as taught and practiced by the Church.

Some of the more serious problems and misunderstandings in regard to the work at Goshen College arose from differing conditions in the home congregations. Students came from nearly every conference in the United States and Canada and each student came with the customs and methods peculiar to his conference. For this reason it was difficult for College administrators to decide on a fixed standard. It was Hartzler's policy to urge every student to remain faithful to his home conference and not to decide that absence from home gave him license to throw off all responsibility for obedience to the regulations of the home congregation.

Some of the most active supporters of the College had serious doubts about the possibility of conducting an educational program and at the same time retaining the distinctive practices of the Mennonite Church. Many seriously doubted the compatibility of higher education with a stand for the "whole gospel" including modest apparel, the devotional prayer head-covering for women, the inspiration of the whole Bible, the divinity of Christ, and the doctrine of the Atonement. Many were distressed by the trend in other churches toward a drift into worldliness. This they feared was the inevitable result of higher education.

Fund Raising Campaigns

Lack of cooperation, mutual distrust, suspicion, and misunderstanding between the church leaders and the administrative officials affected the financial and moral support of Goshen College. But President Hartzler seems to have examined every possible legitimate avenue of securing the necessary funds.

When the Alumni Association launched its campaign in 1913 to raise fifty thousand dollars for endowment in ten years, President Hartzler promised that he would raise two dollars for every dollar raised by the Alumni Association. He continued his strenuous efforts toward this goal for several years. Finally in February 1917, when he despaired of securing the money from the Church, he decided to employ a professional fund-raising organization to help raise the College endowment. He was scheduled to hold evangelistic meetings in several Mennonite communities east and west during late winter and spring. Suddenly, during February he canceled all of these arrangements in order to devote his whole time to raising endowment. In a letter to a friend he stated that he realized that his campaign would be criticized, but he was certain that his critics would be among those who had not and would not do anything for the College in any case. For nearly a year the Executive Committee of Goshen College had given definite consideration to launching an organized campaign for the purpose of raising a fund of two hundred thousand dollars for building an endowment in a more economical manner. When Hartzler wrote to a number of organizations which had employed the Wards Systems Company, they were unanimous in reporting that the company's work for them was entirely satisfactory.

The College agreed to pay three hundred dollars a week for the service of Wards Systems, to provide adequate headquarters for the campaign, and to pay all the expenses of the campaign including the expenses of such suppers and banquets as would be necessary. Since alumni were conducting a campaign of their own they were not to be asked to make any contributions.

The first part of the campaign for a two hundred thousand dollar fund was to apply only to citizens in Goshen and the surrounding community. Wards Systems sent two experts (?) to conduct the campaign. As it turned out later these "experts" had not had very much experience. All of the campaign literature stressed the importance of making Goshen a standard college. An endowment fund of not less than two hundred thousand dollars or an income of not less than ten thousand dollars a year, exclusive of tuition, was required for standard accreditation.

After the preliminary work of organization of the campaign was completed the managers decided on a campaign banquet to be held on the evening of April 30. Professor J. Frank Ebersole, an alumnus, consented to speak at the banquet. This was the evening when the College expected to announce the initial donations and then to complete the campaign during the following two weeks. Teams were organized ready to start on May 1 and expected to visit about eighty-five hundred persons. President Hartzler hoped to be able to announce on May 1 that fifty thousand dollars already had been pledged. J. S. Hartzler and one of the Wards Systems "experts" tried to canvass in Elkhart. But the smart of the Elkhart Institute leaving Elkhart a little over twelve years before was still too fresh in the memories of the Elkhart people. They were cold toward Goshen College.

In Nappanee, also, Noah Lehman and Ed Lape were having difficulty in enlisting a team to solicit for the fund. They reported that "everyone was busy, and there was not sufficient interest." They asked Hartzler to come to Nappanee to discuss the situation with them. An Illinois man to whom Hartzler had appealed for help in the campaign replied, "The way things are now I do not think I can do any thing for the College. There's a lot of people that are struggling for their daily bread and I think it is more needful to help them than the College." From Bristol also came the information that the solicitor had been unable to find anyone to do the work that the College wished done there. A. H. Beardsley of Elkhart wrote that he would be unable to help on the endowment fund for Goshen College much as he would like to do so, that they had such a tremendous number of charities in Elkhart that it was impossible to go outside of the city on these things. Beardsley consented, however, to have the president call on him. When sending in a handsome contribution, a certain Lancaster County resident wrote, "This old Lancaster County is a hard field to work in on a proposition of this kind, but will do all I can for you." In spite of discouragements, invitations for the banquet were issued for April 30. And then the blow fell. On April 26 the College was quarantined on account of an epidemic of smallpox. The school was closed from April 30 to May 10. It was not until May 22 that the last cases were dismissed by the nurse. The date for the banquet was postponed and the campaign continued by mail.

A week after the canceled date of the banquet, Hartzler wrote an optimistic letter to a number of prospects in and around Goshen, stating the reason for the postponement of the banquet and proposing that all teams be retained. About the middle of May, he announced that he had the assurance of twenty-five thousand dollars from one source but that

it would be necessary to continue the campaign for thirty days longer because of the war and other conditions which came upon the committee unexpectedly. About the same time, a warm friend of the College at Elkhart reported to the president that he had done considerable personal work himself. He had received reports from the captains of teams at work in Elkhart and in his opinion they had all done faithful and conscientious work, but all reports were that subscriptions simply were not forthcoming. He gave two reasons; one was that previous pledges had been made to the Elkhart Y.W.C.A. and the other was that living expenses had increased so much that people had no margin above a bare living. Under the circumstances, he felt that it would hurt "the future chances of the College" to get money out of the city if they insisted on soliciting when the time was so inopportune.

In a letter written late in 1917, Hartzler stated that the campaign had produced a little over thirty thousand dollars altogether. He stated that the College was unfortunate because just when they were putting on their most intensive campaign in the spring, declaration of war, the Red Cross campaign, the Liberty Bond sales made it difficult to push the campaign. In fact, the College had "waited and had given these other activities the right of way." He might have mentioned also that anti-CO sentiment interfered with the campaign. The campaign banquet which had been postponed from April 30 to a later date was finally canceled altogether because it was getting late in the season and sentiment was "against banqueting in war time."

Musselman Memorial Fund

Some, in fact most, of the money counted in the two hundred thousand dollar endowment campaign seems to have been contributed to the "John S. Musselman Memorial Fund." This was the twenty-five thousand dollars reported in May. The Musselmans were a progressive family in Adams County, Pennsylvania. Christian H. Musselman, an enterprising young man, one of the early students at the Elkhart Institute, had taken a commercial course. His brother John S. Musselman came a few years later, became a foreign mission volunteer, was appointed to the foreign field, but died of typhoid fever shortly before his sailing date. When Hartzler started his endowment campaign for two hundred thousand dollars, he suggested a twenty-five thousand dollar memorial to John S. Musselman to be known as the "John S. Musselman Memorial Endowment for Bible and Missions." This was to be invested and the income used to support the head teacher in the Bible School at Goshen College while training young people for the mission field.

J. E. Hartzler prepared an interesting letterhead to be used in connection with the Musselman Endowment project. Three individuals soon subscribed eleven thousand dollars, two five thousand each, and one, one thousand, the amount payable over a five-year period. Hartzler suggested a family reunion of the Musselman family and relatives Saturday evening, August 18, to close up the fund. For the second time this year, he was seriously disappointed. An epidemic of infantile paralysis broke out in Lancaster County in July, five children died in one week, and the authorities considered taking precautions to prevent the spread of the disease. Under the circumstances, the dinner meeting for closing the Musselman Memorial Fund was postponed. On July 30 the Musselman Canning Company signed and sent to President Hartzler, five notes for one thousand dollars each. By this time C. H. Musselman was warmly interested in the project and tried to interest a number of his friends and relatives. He helped set a new date for the John S. Musselman Endowment Fund dinner (October 20) and President Hartzler composed an appealing letter announcing the new date. He pointed out that now when nations were spending large sums of money and men in war, this was a strategic time to make a contribution of money and men for the advancement of God's kingdom on earth.

The dinner meeting was held on the scheduled date at the home of Mr. and Mrs. A. W. Geigley. Mr. and Mrs. Geigley consented to contribute one thousand dollars to the fund, but they asked to have the time set for ten years instead of five. The campaign was successful in every way. A few days before Christmas 1917 Hartzler received twenty-six thousand four hundred eighty-two dollars in cash and pledges for a permanent endowment in memory of John S. Musselman. Since some persons who had wished to subscribe to the fund had not already done so, a friend advised him to raise the amount of the fund to at least thirty thousand dollars.¹¹ C. H. Musselman hoped eventually to raise fifty thousand dollars to build and endow a seminary building on the three lots facing College Avenue between Eighth and Main streets. Hartzler had already acquired title to the property.

Other Money-Raising Efforts

As the preceding account indicates, President Hartzler's inability to pay for the heavy building program can hardly be laid to any failure on his part. He carried on the financial program with his characteristic ingenuity and energy. The Mennonite Church had not learned to give liberally to missions, still less for education. Throughout Hartzler's administration both he and J. S. Hartzler had been constantly on the lookout for annuities and donations of all kinds. It would seem that

J. E. Hartzler exhausted every possible source of donations. Knowing Henry Ford's interest in peace and peace education, Hartzler wrote to the Ford Motor Company asking them to donate to the College a roadster for the use of the president in the interest of the College. This request met with a polite refusal. On one occasion he wrote to the Board of Directors of the F. W. Woolworth Company in New York City asking for a donation and enclosing a list of donors and the donations he had received. After he made a trip to Buffalo to solicit the president of Woolworth personally, he received by mail two checks for five hundred dollars each. At one time it seemed highly probable that the Laura Ann Kindig estate would come to Goshen College. This too failed because the trustees decided to endow a school of nursing in connection with the Goshen City Hospital. A quarter century later the endowment came to Goshen College for several years in the form of scholarships.

Hartzler was a genius at motivating givers. One of his fondest arguments was the promotion of missionary work through education. Sometimes the donations were pitifully small. Quite a number of prospective donors found it necessary to cancel their pledges. One Illinois donor pledged ten dollars payable two dollars annually for five years. Later he felt unable to pay and begged to have the pledge canceled. Hartzler accepted Liberty Bonds on the annuity plan and offered to pay six per cent on the face value of all such bonds sent to the College. In all his solicitation loyalty to the Church and her interests was paramount. Less than a month before his resignation, he advised the secretary of a sewing circle in Iowa to send donations for relief work through the Mennonite Relief Commission rather than the Red Cross.

The Board Proposes a New Campaign

At the annual meeting of the Mennonite Board of Education in 1917, after the collapse of the two hundred thousand dollar Endowment Campaign, the Board passed a resolution requesting Hartzler to raise fifteen thousand dollars. He asked them to set the goal at fifty thousand but they said fifteen was enough. Accordingly, he set out to raise that amount "and more!" Even though the Board merely passed a resolution requesting him to raise fifteen thousand dollars he felt encouraged "to know that they would even pass a motion to that effect."

Early in the campaign to raise the fifteen thousand dollars, Hartzler requested space in the *Gospel Herald* for an occasional article "dealing

principally with the subject of finances for educational purposes." He offered to furnish several short articles for publication if Daniel Kauffman felt it wise to do so in order to get proper information before the entire church. Three of these articles, well planned and readable, appeared in the *Gospel Herald* in November and December 1917.

In a letter to D. H. Bender, president of Hesston College, Hartzler expressed the idea that it would inspire confidence in other areas of the constituency if members of the Board would make a definite financial contribution in the campaign to raise fifteen thousand dollars. Bender replied that he was convinced that if the members of the Board would take an active part in helping the schools financially there would be more likelihood of getting others to do the same. Hartzler wrote to the members of the Board, calling attention to what he believed to be their responsibility in helping to raise money. The replies, some of them merely scribbled on the back of his form letter, showed that he could expect little support from that quarter. One Board member wrote that personally he did not see his way clear to contribute anything to the "President's endowment fund." Another frankly stated that he felt somewhat embarrassed under the circumstances in expressing his opinion on the subject. He had been a member of the Board of Education since its incorporation and for a number of years he had been working to get Goshen College on a basis where he could enthusiastically support its policy. Up to this time, he had not had "the assurance in a practical way that gave him the confidence that her policies now" were such as he "could heartily support." The Board member told him on another occasion that money was not the trouble but Hartzler's earlier attendance at Union Theological Seminary and his students' taking training there.

Almost as soon as Hartzler began the campaign, a number of the leaders of the Church put on a whispering campaign to the effect that because J. E. Hartzler was not sound in the faith his campaign to raise endowment for Goshen College was sure to fail.¹² Under these circumstances, it was impossible to raise even the fifteen thousand dollars.

In spite of the lack of cooperation from the members of the Board, President Hartzler continued working at the task of raising money with unabated energy. But he began to take a rather gloomy view of the Board's attitude toward the support of the institution. In November 1917 when J. A. Ressler asked him to write a brief article for the *Mennonite Yearbook and Directory* on some educational topic, he replied that he hardly knew whether it was worth while to say very much more concerning educational work in the Church as it appeared some men

were determined to "cut the head off of the whole system if they could." Constant disappointment and opposition seem to have had their inevitable result. In his letter to Ressler Hartzler stated, "It seems to be a question of having the devil on one side and the deep sea on the other, consequently it might be necessary to pull off a few submarine stunts."

The Board Requests Financial Report

Uncertainty in regard to the condition of college finances was a major source of dissatisfaction from the beginning of Hartzler's administration. When he became president he asked for an audit but received only the general statement that the indebtedness was not over twenty-five thousand dollars. After the Board began to fear that the building of Science Hall had involved the Board financially, they began to call on the College for an audit. During J. E. Hartzler's administration J. S. Hartzler served in various capacities both on the Board and in the College. At various times he was secretary, treasurer, or assistant treasurer of the Board and he served in some of the same offices on the Executive Committee of the College. His long and early connection with the Board and the school placed him in charge of the annuities and endowments of the College. The failure to separate Board and College finances led to irregularities and misunderstanding.

Months before the annual meeting of the Board in 1917, the Board repeatedly asked for a financial report of the College with a report of the auditing committee. H. Frank Reist, president of the Board, wrote an urgent request to President Hartzler on November 8, 1916, and repeated it on November 23. On the latter date he stated that he understood that the financial report, excepting the auditor's report, had been completed at the time of the last Board meeting. He requested that it be forwarded at an early date. A few weeks later, December 8, 1916, Reist again wrote to Hartzler that he had not yet received a financial report of the College, a copy of which the Board of Education instructed to be sent to each Board member as soon as it was audited together with the report of the auditing committee. He asked him to give this matter his immediate attention. Reist also requested an extra copy of Hartzler's written report of which he had given a synopsis at the Board meeting. In May of the next year (1917), J. S. Hartzler wrote a letter to a member of the Board stating that there would be no report of the finances of the Board for May 1, 1917, because it was impossible to gain access to the books of the College on account of smallpox. This was during the period of President Hartzler's strenuous efforts to raise the two hundred thousand dollar endowment with the aid of the Wards Systems Company.

By this time the Board seems to have sensed that all was not well with the finances of the College. On August 1, 1917, H. Frank Reist reminded Hartzler in a letter of the action taken by the Board of Education at its last meeting. All financial reports to be made to the Board were to be in the hands of the members of the Board at least ten days before the annual meeting. Reist instructed Hartzler to see to it that reports of Goshen College were prepared and sent to Board members. He also stated that he wished reports, financial and otherwise, that were to be made to the Board to be in written form so that they could be filed as part of the official minutes of the Board. When at last the Board received the financial report, it showed that all the intangible assets of the College had vanished and that the College and the Board had accumulated an indebtedness of over one hundred fifty thousand dollars.

Resignations

On February 6, 1918, President Hartzler submitted his resignation to the Board. J. S. Hartzler had already submitted his resignation as member and treasurer of the Board on December 28, 1917. To the latter it meant the collapse of half a lifetime of effort to build up an educational institution for the young people of the Mennonite Church. He made a complete confession to the Board that he had been guilty of financial irregularities in handling college finances and retained his membership in the conference. President Hartzler made a statement to the Board relative to charges made against him in his connection with Goshen College. When he left the school he took a conference letter with him and presented it at the New Stark Mennonite Church after he moved to Bluffton, Ohio.¹³

In a desperate effort to carry out the program expected of President Hartzler by the constituency and by the Board in building up the institution and in developing a program of scientific agriculture, the assets of the Board had been used in the building program. To meet the bills J. S. Hartzler, secretary of the Board, signed notes with the name of the Board of Education, had used the endowment funds and annuities of the Board, and had persuaded many of the friends of the College to borrow money for the ongoing program. J. E. and J. S. Hartzler had tried every means to raise funds for the building program. President Hartzler, though he knew that employing the Wards Systems Company would meet with criticism, turned to it as a last possible solution of the institution's financial problems. These, no doubt, were some of the "submarine stunts" referred to in an earlier letter.

J. E. Hartzler inherited some of the suspicion, misrepresentation,

and misunderstanding which had harassed N. E. Byers. In 1914, in a friendly fatherly letter S. F. Coffman wrote to President Hartzler that some rather severe criticisms were going about concerning the doctrine that was taught at the College. The work or faith of some of the best and most active workers in the Church was still in question because they had attended Goshen. It would take some time before these suspicions were cleared away. In his opinion, the College was still somewhat under the cloud of that "Higher Criticism discussion" held at the Board meeting a few years before during President Byers' administration. Coffman warned that it would be wise for the faculty to adopt a strong statement of the doctrinal position in the College and then make it an object to have every teacher state his personal opinion of doctrine before his classes whenever doctrinal questions arose in class.

Whatever just criticisms were directed toward J. E. Hartzler and his methods, it must be admitted that few men could have stood up for four and a half years to face the criticisms, misunderstandings, and burdens which he suffered and carried. The College farm project failed as a result of mistaken judgment regarding the need for agricultural education for Mennonite young people. Other church leaders, as well as Hartzler, felt that a strong agricultural department and its necessary adjunct, an experimental farm, were a crying need in the Mennonite Church. Some years earlier the Board had purchased the first College farm and Byers had advocated an agricultural course. The young people simply did not respond to the program. Only one young man ever completed the course for the degree, B.S. in Agriculture, from Goshen College.

Two lasting results of President Hartzler's administration deserve special notice. One was the building and equipment of Science Hall, generally conceded even more than a third of a century later to be admirably planned and constructed for its purpose. The other result is more intangible. Hartzler's administration was another long step in the educational program of the Mennonite Church and her experience in the operation and management of her institutions of higher education. Up to this time, not only the Board but also the Church had considered its main duty as something akin to those of a board of censorship, examining textbooks and library holdings, supervising and criticizing student life on the campus, and questioning faculty members to ascertain their soundness in the faith and their devotion to certain traditional forms of expression of the historic principles of the Church. From this time forward the Board took more interest in the financial operations of the College and a more sympathetic attitude toward its problems.

1. When President Byers and Dean Smith resigned to go to Bluffton in 1913 the plan had been for Whitmer to accompany them but when J. E. Hartzler was elected president of the College, Whitmer was persuaded to remain with the institution to serve as dean in spite of insinuations that he was a "deserter" from the Bluffton cause. Suddenly, however, in 1916 Dean Whitmer, alarmed by the financial situation at the College and apparently discouraged by the rising storm of criticism directed at the institution and especially at President Hartzler, resigned, ostensibly to do graduate work at the University of Chicago. But he never returned to Goshen. Following a year's study at Chicago he accepted a call to the Seminary at Bluffton College. To fill the vacancy caused by Whitmer's resignation D. S. Gerig postponed graduate work at Harvard University where he had been granted an Austin Scholarship and accepted the position of dean. Gerig felt keen regret in giving up the opportunity for study which he knew would not come to him "in the same way again" but he felt that "the situation at Goshen College was critical and as one of its supporters who had tried to be loyal" he felt that he wanted to do his part if possible. The resignation of Dean Whitmer again left the Department of English without a head. The work was divided between Mary Hooley, who had been instructor in English in the Academy and had been doing graduate work at the University of Chicago, and Ida Ligo, a graduate of Wilmington College. Both were Goshen graduates.

2. Some Mennonite students had been attending Winona Agricultural College.

3. Since the logic and the note of urgency of this letter is representative of some of Hartzler's methods of promotion, it is quoted here at some length:

"The time is here for Goshen College to offer complete courses in agriculture and dairy farming. The cry 'Back to the Farm' is a good one and must be given attention. One hundred and twenty acres of farming land joining the College may now be bought and it must be done immediately. Ninety-five per cent of the leaders in our church have endorsed the idea of an agricultural department in Goshen College.

"The country preacher must be a farmer. Theological seminaries have been a failure so far as the country church is concerned. We must offer a combined course in Bible and Agriculture. The country preacher and rural missionary must be an authority in agriculture rather than a specialist in Theology. The country church problem will be solved largely through men trained in Bible and Agriculture. The experience of other denominations has been that when a rural church once closes its doors it remains closed. Let us take warning before our country churches close their doors."

4. The College contracted for the donation of a second silo thirty feet high and ten feet inside diameter on January 10, 1916. The College was to pay the freight and thirty-two dollars and fifty cents for accessories. The amount was to be paid on September 1, 1916, without interest. Cost for labor for the erection of the silo was seventy-two dollars and sixty-one cents.

5. After 1921 the School of Agriculture as such was discontinued. Throughout its history the school graduated only one Bachelor of Science in Agriculture, Harry F. Weber, in 1921, who had received a B.A. at Goshen in 1920. Earlier some students had transferred from Goshen College to other institutions to take advanced work in agriculture. John L. Yoder and Samuel C. Plank of West Liberty, Ohio, did so. J. R. Allgyer also of West Liberty studied at Ohio State University in the department of agriculture after completing his work at Goshen in 1915. He had been chosen to head Goshen's proposed school of agriculture.

6. A group of friends at Ligonier had borrowed five thousand dollars for the College at the Citizens Bank in Ligonier. Instead of paying the interest on this note, the College kept adding the interest to the note and asking the friends to sign it for another six months. On June 1, 1917, they seem to have refused to sign this note again. In that month the College paid the interest on the note.

7. In response to Hartzler's letter he received a reply from Archbold, Ohio, asking what use he expected to make of the names and addresses.

8. Miss Jennie Terrill of the First District Normal School at Kirksville, Missouri, was employed as demonstration teacher of the rural model school.

9. The following were appointed: D. H. Bender, J. B. Smith, J. E. Hartzler, P. E. Whitmer, Daniel Kauffman, H. Frank Reist, S. F. Coffman.

10. Ten years later (1927), the Mennonite Historical Society at the College began publishing a historical-theological magazine—*The Mennonite Quarterly Review*. In 1948 the Publishing House began issuing a magazine entitled *The Christian Ministry*.

11. Since much of the fund was in the form of pledges and notes and since President Hartzler resigned early in February 1918, not all of them seem to have been paid to the

College. Apparently some of the money was used several years later in building the Musselman Library at Bluffton College.

12. The reasons for mistrust of President Hartzler were partly due to his earlier attendance at Union Theological Seminary. Although he insisted that criticism based on attendance at that institution was unjust, he advised some of his students attending Union Theological Seminary to take at least the last year at some other institution because of the severe criticism. This was the advice that he gave to Lester Hostetler in 1916 when that young man was preparing for mission work in India under the Mennonite Board of Missions and Charities.

13. When that congregation was suspended by the Ohio and Eastern A.M. Conference, he with the other members of the congregation was forced out of conference. The New Stark congregation and its pastor, Noah Blosser, then united with the General Conference of Mennonites of North America.

Chapter IV

The Growing Division in the Constituency

Following the four and a half year term of service of J. E. Hartzler four men served as president of the College during the next five and one-half years—George J. Lapp from February 1918 to June 1919, H. F. Reist from June 1919 to late February 1920, I. R. Detweiler (acting president) from early 1920 to June 1922, Daniel Kauffman from June 1922 to June 1923.

It was a period of world-wide upheaval in the political, social, and economic world, the era colored by World War I, the age of the flapper with her knee-length skirt, rouge, lipstick, and mannish haircut. The spirit of the times filtered into every segment of American life, into every city and village, and rural area. The Goshen College campus did not escape its influence.

Not all the elements of the national upheaval were destructive of Christian life and work. During this period the Mennonite Church, rudely awakened from her quiet rural complacency, experienced the beginning of a spiritual renaissance, and for the first time began to realize her obligation to serve the material and spiritual needs of the world-wide community. Young men torn from their studies at Goshen College by the Selective Service draft later engaged in voluntary service and brought back with them from that experience a new vision of the demands made on the Christian by the needs of the world in which he lives. During this period of awakening, of self-realization, and of re-interpretation of the Christian's mission in the world it was to be expected that some mistakes should be made. Some of the mistakes had a vital relation to the course of history of Goshen College. Some of these effects will emerge with greater clarity during the following discussion of the internal development of the College and of the unsuccessful effort of the College administrators to meet the needs of the young people of the Mennonite Church and the demands of the Mennonite Board of Education.

Lapp and Reist had little influence on the internal development of the institution. One had been a missionary to India for two terms and was longing to return. The other had served as editor of the *Christian Monitor*. Although he had served as president of the Mennonite Board

of Education for a number of years, his period of service as president of the College was too brief to enable him to exert a lasting influence on the internal policies of the institution. The academic program, the religious exercises, and the extracurricular activities were directed largely by students and faculty. In some respects the internal affairs of the College had slipped out of the Board's control.

Following the resignation of J. E. Hartzler as president and business manager, the Executive Committee effected a temporary reorganization, subject to action by the Board. They appointed George J. Lapp president of the College and J. E. Weaver business manager. They also appointed F. S. Ebersole a member of the Board and treasurer to succeed J. S. Hartzler. For the purpose of looking into conditions that had necessitated this reorganization and of considering plans for the future of Goshen College, H. Frank Reist, president of the Board, called a special meeting of the Mennonite Board of Education on February 23-25, 1918.¹ The report of J. E. Weaver, newly appointed business manager, showed an indebtedness of about one hundred ten thousand dollars.² This figure later was revised upward to more than one hundred fifty thousand.

(A) *Board Accepts Responsibility for Financial Policy of Its Colleges*

The financial condition of Goshen College shocked the Board into immediate action. They approved the reorganization plans of the Executive Committee. But it was understood that the election of President Lapp was a temporary expedient. He was to return to India as soon as the Board could find a successor. J. S. Hartzler was retained as a member of the Local Board of the College. The Board appointed a committee of ten "to meet and discuss some conditions of church and school work and to formulate some plans and methods whereby they might be able to work harmoniously and effectively in maintaining the standards of the church." Members of the committee were H. Frank Reist and George Lapp. Each was to appoint four others. Reist named Aaron Loucks, S. C. Yoder, J. S. Shoemaker, and D. H. Bender from the Board. Lapp appointed from the faculty: I. R. Detweiler, W. B. Weaver, E. J. Zook, and A. S. Ebersole.

The five faculty members of the committee of ten drew up a set of resolutions and secured their unanimous adoption by the faculty. These resolutions stated that "the faculty of the College subscribe to and pledge themselves to loyally support along with the fundamental doctrines of salvation the distinctive doctrines of the Mennonite Church and the decision of standards suggested by the General Conference, local conference, and representative bodies and organizations of the

church." They further stated that it was their purpose "to teach and promote the cause of the Mennonite Church in all her activities" and that they would do all they could "to conduct the school in full harmony with the wishes of the Mennonite Board of Education and the teaching of the church, generally." After some discussion these resolutions were accepted by the Board.³

The committee on organization proposed that the schools under the Board should be organized "along three lines—the executive, financial, and educational" and recommended the selection of a finance committee of nine members to "look into, adjust, and direct the financial interests of the Board and schools." The Committee on Problems of Church and School, reporting through Daniel Kauffman, recommended the drafting of a new constitution and bylaws for the Board and for the school "on a conservative basis in harmony with the rules and discipline of the Mennonite Church and that it provide for uniform government of all our schools with special bylaws adapted to the local needs of each institution." Another recommendation proposed the preparation of an adequate school policy in harmony with the proposed new constitution and bylaws. The Board adopted these recommendations and proposed to meet in May or June to complete the business of reorganization. The finance committee immediately undertook to liquidate the debt and solicited the "heartly cooperation of the brotherhood in placing the school on such a financial and sound educational basis as would work for the best interest of the church and the cause of Christ." The members of the finance committee were H. Frank Reist, F. S. Ebersole, Aaron Loucks, M. C. Cressman, D. S. Gerig, S. C. Yoder, G. J. Lapp, A. N. Wolf, G. L. Bender, and Noah W. King.

The Board met at Goshen on May 17, 1918, to adopt its new constitution, a document that showed that the Board was grasping more fully some of the problems connected with the operation of an educational institution. That the Board was willing to assume a large part in the financial management of its schools is evident from the rather long section devoted to that subject. The first section in this division provided for endowments, annuities, bequests, gifts, and other property donated to the Board, the investment of such bequests and disposal of the income. One necessary provision, but one which in its administration was to continue to cause considerable friction between the College and the Indiana-Michigan Mennonite Conference, stated: "The school congregations shall be governed according to the discipline of the conferences in which the schools are located."

(B) *Presidency of George Jay Lapp*

Several considerations led to the choice of George J. Lapp as president of Goshen College in 1918. He had just returned from his second period of service in India. He was widely and favorably known in the Mennonite Church through his writing and his evangelistic work. Almost from the beginning of his service in India he had been urging the Mission Board to send more and better-trained missionaries. In articles in the church papers he had expressed a favorable disposition toward education.

Lapp had come to the Elkhart Institute from his Nebraska home in 1901, finished the Latin-Scientific course in 1902, and spent the next two years at Northwestern University Seminary and the Medical School. During this period he was interested in the Home Mission in Chicago. In 1905 he with his wife and Mr. and Mrs. M. C. Lehman sailed for India. During his first term of service in India he organized the Christian Bible School and served as its principal. After nearly seven years in India he spent his first furlough attending Goshen College, where he received the A.B. degree in 1913. In spite of the heavy schedule he found time to do considerable evangelistic work and visiting among the churches. He continued his interest in educational work in the India mission during his second term of service. After the death of his wife, Esther Ebersole Lapp, in 1917 he returned to America to engage in evangelistic work and in deputation work in behalf of the India Mission.

During January 1918, shortly before the resignation of President Hartzler, Lapp was on the campus of Goshen College delivering a series of addresses on mission work and the mission call. Thus his availability, his wide acquaintance throughout the Church, his interest in education, especially in missionary education, led to his election to the presidency of the College. In addition to his other qualifications he had a pleasing personality and a good sense of humor. In fact, the Board had decided to elect him as president even before the resignation of President Hartzler after first sending a representative to Bluffton, Ohio, to solicit the return of N. E. Byers as president and learning that he did not wish to return.

After his election, Lapp spent most of his time filling evangelistic appointments and working in the interest of the College and traveling widely among the churches in Pennsylvania, Ohio, Indiana, Illinois, Iowa, and Nebraska. In addition to his strenuous program of preaching and speaking on missions and the educational work of the Church, he was a prolific writer. Between January 1918 and the summer of 1919 he wrote eighteen articles for the *Gospel Herald* on a large variety of sub-

jects but chiefly on Bible study, missions, sacrifice, and service. He retired from the presidency of Goshen College in the spring of 1919 to devote more of his time to missionary education and his preparation for returning to the India Mission field. On April 14, 1921, he married Fannie Hershey and again spent the summer in the Far Northwest before returning to the India field to continue his life labors in that country.

(1) BOARD PLANS FINANCIAL CAMPAIGN TO LIQUIDATE DEBT

As soon as an audit of the college finances showed an actual indebtedness of about one hundred twenty thousand dollars and the application of something like forty thousand in annuities and endowments to the needs of the institution, the executive committee of the Board took steps toward saving the school. In order to keep the school open and out of the hands of a receiver it was necessary to mortgage the campus and buildings.

After several months had passed and nothing had been done, the creditors and faculty became uneasy and those who were responsible for satisfying the creditors felt that something must be done—and soon. The large number of members on the finance committee who had been given the task of resolving the debt made it possible to shift responsibility so that no one actually assumed individual responsibility for raising money. Finally several members of the college faculty persuaded I. R. Detweiler to undertake it. The wisdom of this step soon became apparent. As a result of some preliminary work by others, he received a warm welcome wherever he went throughout Indiana, Illinois, and Ohio. The response was far beyond what anyone had anticipated.

When the solicitation program was first outlined the plan was to have some bishop or minister acquainted with the work to accompany the solicitors and make an explanation to the congregation. In Indiana this plan was carried out quite consistently. Because it was not always followed in other states the work was more difficult. No one except G. L. Bender gave I. R. Detweiler much assistance in actual visitation. F. S. Ebersole donated much time outside of his regular work to keeping the accounts and placing the money. By December 1918 over ninety thousand dollars had been paid into the treasury of the Board.

(2) MOTIVATING DONORS

The method employed in the canvass and the motivation for giving indicate that large sections of the Church which contributed liberally to wipe out the debt were not yet ready to give financial support to the educational program of the Church. Many people contributed because

they felt that this was a "church debt" and that the reputation of the Mennonite Church was at stake. Since the school was recognized everywhere as a Mennonite institution, the Mennonite people were responsible for the debt. Another motive for giving was concerned with providing a vocational and practical education for young people through the School of Agriculture, the Home Economics Department, and especially the Bible School. The solicitors presented the idea that the College must provide training that recognized both general culture and a return to the farm and the rural community in order to establish proper Christian homes. A third area of motivation had to do with the necessity for maintaining high educational standards. Parents would not care to send their children to a school that did not furnish them the best equipment for life, prepare them to teach and in a general way to measure up with others who had been away to school. This required a trained faculty holding standard degrees in some areas of graduate study.

Few supporters of the educational work of the Mennonite Church could disagree with these arguments but even with such adequate motivation, the task of raising one hundred twenty thousand dollars to cover the actual indebtedness and an additional forty thousand to replace the annuities and endowments that had been used in the building program seemed impossible. However, all through the spring and summer, I. R. Detweiler visited congregations and individuals, patiently explaining the need for donations to save the institution and the reputation of the Mennonite Church. When his reports came in, first in hundreds of dollars, then in thousands, then in tens of thousands, unbelief, uncertainty, and astonishment gave way to determination to liquidate the "church debt" that had been incurred "by Goshen College."

Although the avowed object of the financial campaign of 1918-19 had been to liquidate the college debt and provide for the future stability of the institution, the campaign never quite reached the first of these objectives. By July 1918 Indiana and Illinois alone had contributed fifty thousand dollars and pledged twenty-five thousand dollars more. But the entire amount raised was barely sufficient to pay the outstanding debts of the College, without restoring the annuities and the endowment funds of the institution. Additional funds for current operating expense were raised a little later to assure accreditation for Goshen College.

Considering all the handicaps of the institution, lack of support in money and in other ways, the faculty succeeded in developing the internal affairs of the College in a rather remarkable way during President Lapp's administration. During the last year of Lapp's term as president several

faculty members were absent for all or part time on account of the decreased wartime enrollment. But the College continued a strong program of extracurricular activities, maintained a satisfactory standard of scholarship and a live religious program. It is true that campus life suffered somewhat from the prevailing spirit of levity and secularism introduced into American life by the general lowering of civic and social standards occasioned by World War I. This was true not only at Goshen but on other college campuses. At Goshen it had the tragic consequence of alienating still further the sympathy and support of some of the older leaders whose confidence in the soundness of Goshen College had already been shaken by the "Higher Criticism" charges during President Byers' administration and the financial crisis in 1918.

(C) *Presidency of Henry Frank Reist*

As already stated, at the annual meeting of the Mennonite Board of Education held at the College on March 26 and 27, 1919, President Lapp was released in order to return to India to resume his missionary labors, and H. Frank Reist, president of the Board, was elected to succeed him as president of Goshen College.

Henry Frank Reist, a native of Lititz, Pennsylvania, entered the Elkhart Institute in the fall of 1900, showed himself an able student, and soon took an active part in the extracurricular religious, literary, and educational activities of the school. He served as president of the Young People's Christian Association at Goshen College in 1903-04. At the end of that year he received his diploma as a graduate from the two-year college course. He served as editor of the *Christian Monitor* from 1908 to 1919. In 1916, he was ordained minister. In the same year he was elected president of the Mennonite Board of Education serving until his election as president of the College.

At the time of Reist's election as president of his Alma Mater several faculty changes took place on account of the increased enrollment following the close of the war. In addition to his duties as dean of the School of Agriculture Christian B. Blosser was elected dean of the College and John E. Weaver business manager. D. A. Lehman returned from Purdue to his position in the mathematics department. J. C. Meyer, a graduate of the institution, took the place of W. B. Weaver as professor of history and social science, and Weaver was transferred to the Bible School to give his time exclusively to teaching in that field. Martha Martin, following a year at Columbia University, resumed her work in the Normal Department. Mrs. Ruth (Blosser) Miller accepted a position on the faculty to teach academy English. During the winter term Profes-

sor John J. Fisher, head of the Department of Philosophy and Education, left for relief work in Austria. Special short courses in Bible, agriculture, and home economics attracted students during the winter term. J. Roy Allgyer, a graduate of the College and of Ohio State University, taught in the School of Agriculture, and President Reist taught a Bible course. Both dormitories and all available rooming houses were filled to capacity. Accordingly, the College made plans to build a men's dormitory and considered erecting a new gymnasium.

At their 1919 meeting the Board indicated their continuing interest in the institution's financial affairs to which they had been awakened by the auditor's report on January 26, 1918. Board members acknowledged that they "took too many things for granted, failed in not exercising a closer supervision over the management of the institution in all its work and in not calling in a certified accountant when first the financial soundness of the institution was called into question."

The response of the Church to the appeal to contribute funds to meet the debts of the College had been unexpectedly generous. At the time of the 1919 board meeting, congregations and individuals already had contributed over ninety-seven thousand dollars. Communities which had contributed more than three thousand dollars were congregations in Logan and Champaign counties in Ohio, nearly seventy-eight hundred dollars; Oak Grove and Pleasant Hill congregations in Wayne County, Ohio, over four thousand dollars; the Forks congregation, Indiana, thirty-eight hundred dollars; Willow Springs congregation, Illinois, over thirty-one hundred dollars. By December 1919 the total amount had reached over one hundred ten thousand eight hundred dollars. This was still nearly fifty thousand dollars short of the total amount required to pay the College debt and to restore the endowment and annuities. It made no provision for meeting the current operating expense which at that time resulted in approximately six thousand dollars a year deficit.

(1) EXPANSION

During the fall of 1919 with the return of some of the men students from their reconstruction projects and the release of others from various types of voluntary service, academic work on the campus became more nearly normal. Through the new emphasis on evangelism and religious education, the Bible School was attracting many students. Plans called for three teachers in the Bible department, one to teach Old Testament, one New Testament, and one the practical, historical, and educational courses. In this way the College hoped soon to be able to offer the first

year of a regular seminary course. Classes in the School of Music and in art broke all previous records. The School of Education offered two-year and four-year curriculums. Summer school during the preceding summer (1919) had witnessed an increase in interest and activity in the Model School. A Model School room was provided in the large social room (now the sewing laboratory) on the second floor of Science Hall and twenty-four children living in the vicinity of the College attended the school. The return of C. B. Blosser to the campus as dean of the School of Agriculture meant increased interest in that department. The dairy laboratory was "furnished with laboratory tables, steam testers, hand testers, drying ovens, cream separators, churns, butter workers, scales and other essential equipment." The College erected several new poultry houses on the College farm to keep "flocks of birds for practical work in poultry." Incubators and other poultry appliances were installed. The soils laboratory was furnished with necessary equipment for thorough courses in soils. In the agronomy and horticulture laboratories were found "seeds of all the various farm plants, seed corn testers, laboratory tables, pruning outfits, spraying outfits and other necessities for such work." Through this department the College hoped to make a significant contribution to the Church as well as to the whole country.

(2) STATE BOARD ACCREDITS WORK OF COLLEGE

The outstanding contribution of President Reist's administration came when the State of Indiana granted the College standard accreditation. On Friday, February 13, 1920, the College received the happy news that the State Board had put Goshen on its list of standard colleges. This insured accreditation for graduates from the Normal School, and entrance without examination into graduate school for the A.B. graduates of the College. President Reist was particularly pleased with the accreditation of Goshen College by the State Board because a new state law recently passed had made it practically impossible for an institution to qualify for the training of teachers without meeting the state's requirements for a standard college. It was imperative for the College to meet those standards or see many Mennonite men and women attend accredited institutions.

For accreditation the State Board required a guarantee of a certain fixed income. I. R. Detweiler's energy in raising money again saved the situation. He secured five-year pledges to the amount of sixty-five thousand dollars. This would provide an annual income of thirteen thousand dollars for five years. In order to assure the State Board that Mennonite and Amish Mennonite pledges could be depended upon for prompt pay-

ment, President Reist wrote letters to a number of banks in Central Illinois and eastern Ohio for testimonials regarding the reliability and dependability of this group. In flattering terms these bankers stated that financial pledges made by Mennonite people would be faithfully fulfilled. When only two and five tenths per cent of the pledges due on October 1, 1919, remained unpaid on January 14, 1920, the State Board accepted this as concrete evidence of the faithfulness of the Goshen constituency in meeting their financial obligations.

(D) *Irvin Rutt Detweiler Elected Acting President*

For some time President Reist's physician had advised that because of his health he must relinquish his duties as president of Goshen College and take a complete rest. He left for the South on February 23, 1920. His family followed in June. As it turned out, Texas was to become their permanent residence where Reist continued to serve the Mennonite Church as minister and eventually as bishop. I. R. Detweiler was chosen acting president for the remainder of the year.

In 1920, the College celebrated the "twenty-fifth" anniversary of the founding of the Elkhart Institute on Prairie Street in Elkhart. For some reason the administration overlooked the actual beginning of the school in the G.A.R. Hall on South Main Street, Elkhart, in 1894. Possibly on account of the unhappy relation between the Elkhart Institute and Dr. Mumaw after his resignation from the Board in 1895, the college administration proposed to designate, as the founding date of the institution, the year 1895 when Dr. Mumaw shared his interest in the Institute with a Board of Trustees.

The strategic planning of the anniversary program does credit to the organizational ability of Acting President Detweiler and his faculty. Apparently these exercises were intended to bring together a large number of the leaders in the Church and to emphasize the possibility and the necessity for unity and cooperation in church work. It also capitalized on alumni loyalties by placing on the twenty-fifth anniversary program proper such popular names as J. S. Hartzler, D. S. Gerig, J. E. Hartzler, Paul E. Whitmer, and N. E. Byers.⁴ The administration planned a strong educational program during the forenoon, afternoon, and evening on Thursday. This program dealt with education on the secondary and collegiate levels with special emphasis on the standard college, the denominational college, and cooperation between the college and the secondary school.

The financial report for the spring term (1920) shows that income from outside sources was necessary to meet the operating deficit. The

operating income for that term was over forty-five hundred dollars, the total expenditures nearly eight thousand dollars. Of the amount of the deficit six hundred seventy-two dollars was covered by income from annuity investments, general endowment investments, Musselman Endowment investments, and donations remaining unpaid from pledges made in the year 1919. The net operating deficit for the spring term was slightly over twenty-six hundred dollars.

I. R. Detweiler began his first full year as acting president in the year 1920-21 with a faculty of twenty-eight members (nine of whom had the Master's degree) and eleven student assistants.⁵ In this year nineteen students received the Bachelor of Arts degree. The junior class numbered twenty-seven. Eighteen academy seniors received diplomas. The School of Agriculture finally reached its ambition to graduate a student with the degree, Bachelor of Science in Agriculture. Organized in the year 1915, the School had now after a period of five years produced its first graduate.

The School of Agriculture never became an important factor in the growth and development of the College. The enrollment in the school never was large, partly, it is said, on account of lack of teaching force and suitable farm equipment. Harry Weber was the first and last graduate. Because there was not sufficient demand for courses in agriculture in the fall of 1921, C. B. Blosser resigned from the faculty and the deanship of Goshen College. In fact the Board at its 1921 meeting voted to sell the College farm. It was not sold until 1931. After 1923 it was rented for cash rent.

(1) BOARD PRESCRIBES MORE CONSERVATIVE PROGRAM

When the annual meeting of the Mennonite Board of Education was held at the College on June 18, 1921, S. C. Yoder, president of the Board, called attention to the unpaid debt of Goshen College, the necessity for maintaining Goshen College as a standard institution, and Hession's need of a new dormitory. In spite of the healthy note of this keynote address, however, the Board spent much more time with the internal problems of the schools and with certain problems raised by a few members of the Board than with the financial problems. After some discussion of the various phases of the relation of Goshen College to the Church, the Board adopted a resolution appointing a committee to offer recommendations to be presented to the Board with reference to the "problems of Goshen College." A committee appointed by the Indiana-Michigan Conference also was granted permission to "present a number of recommendations with reference to the management and policy of

the College." The Committee on Recommendations proposed that a special committee of twelve be appointed to work on these problems and report to an adjourned session of the Board. The twelve men included several faculty members and several Board members who were outstanding friends of the College.

Several weeks later (on July 6, 1921), the special committee of twelve presented its report. In order that the school might render the greatest service to the Church, the committee recommended that the policy of its educational institutions should include sound officers and teachers, preparation of Mennonite young people for work in the Church rather than for secular positions, the education of instructors in schools that were sound, not antagonistic toward the doctrines of the Christian faith and the distinctive principles held by the Mennonite Church. In the matter of plainness of attire the attitude of the conference in which the school was located should be accepted and practiced and it should be required of all brethren who teach in the Bible Department to wear the "regulation coat." The same was recommended for all the brethren on the faculty. The devotional covering was required to be worn during all times of worship, devotion, and prayer and at all functions where prayer was offered. "Since intercollegiate athletics are not necessary in order to provide wholesome physical exercises and recreation and may foster certain false ideals" the report recommended that "intercollegiate athletics be forbidden by institutions under the Board." The Committee also proposed that the practice of glee clubs leaving the campus to give public concerts be discontinued, and that greater care should be exercised in providing such entertainment within the school as was in harmony with the standards of the Church.⁶ These recommendations were accepted by the Board. The Board adopted the recommendation of the literature committee calculated to eliminate from the college library all books that "teach or uphold liberalistic or rationalistic ideals." The Board released the special finance committee and instructed the Executive Committee to provide for clearing the indebtedness of the Board.

(2) BOARD DISSATISFIED WITH COLLEGE ADMINISTRATION

Recognizing the unpopularity of some of the recommendations adopted by the Board at this meeting, the Board felt that it might be difficult to carry on the work of Goshen College during the coming year with the present faculty and administration. After considerable discussion and a conference with the faculty members, the Board of Education empowered the Executive Committee to "provide an official

organization (president, dean, and business manager) for Goshen College and favor the election of Sanford C. Yoder as president of the College." The Executive Committee after reviewing the situation and consulting I. R. Detweiler, the acting president, decided on the following plan: Inasmuch as Sanford C. Yoder did not see how he could assume any active duties in connection with the College at this time, I. R. Detweiler was instructed to see what he could do to effect an organization and secure a faculty that would work harmoniously in carrying out the recommendations of the special committee and the general policy of the Board. If I. R. Detweiler should succeed in carrying out this plan the Board granted him the privilege of arranging for the solicitation of funds for the expenses of the institution for the coming year (1921-22).

Immediately after his election in the spring of 1921, Acting President Detweiler set about his assigned task of assembling a faculty and collecting the money to carry on the program for the coming year. During the summer he visited a number of churches in Central Illinois. In the September 8, 1921, issue of the *Gospel Herald* he authorized an announcement of the beginning of the regular year at Goshen College on September 20 with the usual courses in all departments, "standard courses under Christian influences carefully directed by those interested in the welfare of the church." In September 1921 A. E. Kreider was to take charge of the Bible Department. At the beginning of the year the Executive Committee of the Mennonite Board of Education met at the College to review the result of Detweiler's activities. At the opening of school, the College was able to report twenty-six seniors who were candidates for the A.B. degree. In spite of some doubts to the contrary, Acting President Detweiler was able to muster a faculty of twenty-seven members although three were "absent on leave." One of the principal changes from the preceding year was the discontinuance of intercollegiate athletics and of glee club activities. Otherwise campus life and activity proceeded much as usual.

Academically meanwhile, the College was making important forward strides. During this year the college enrollment rose from one hundred seventy-one to two hundred four, the highest in the history of the institution to this date, and the summer school enrollment from one hundred forty-two to two hundred two. Enrollment in the academy, however, declined from seventy-eight to forty-nine. J. J. Fisher succeeded C. B. Blosser as dean on October 24, 1921. The School of Agriculture had been discontinued. Three instructors taught in the Bible School, one full-time and two part-time. I. R. Detweiler, acting president, was profes-

sor of New Testament. A. E. Kreider, B.D., assistant professor of Old Testament, was serving also as registrar. The other instructor, Silas Hertzler, succeeded W. B. Weaver who had transferred from the Bible School to the Department of History and Economics. In many respects it was the banner year of the College up to that time, but there were rumblings of dissatisfaction in the student body because of the Board decision in regard to athletics and glee clubs. In spite of the building of a new gymnasium these elements of dissatisfaction, coupled with the election of Detweiler's successor for the next year, led to a greatly decreased student body.

(3) BOARD ADOPTS UNIFIED EDUCATIONAL PROGRAM

By the time of the annual meeting of the Mennonite Board of Education on June 10, 1922, it had become apparent that the administration of the College was not able to satisfy some of the requirements of the Board. Certain ministers of the Indiana-Michigan Conference continued to express dissatisfaction with conditions in the College congregation and in the College itself. It is true, however, that a growing number of the members of the Board were becoming interested in the educational and financial aspects of Mennonite educational institutions. The findings of the Committee on Recommendations appointed at the annual meeting of the Board were formulated into a report by O. O. Miller, Noah Oyer, and D. D. Miller. This report, avoiding the minor causes of bickering and dissatisfaction, laid the foundation for the future program of the educational work of the Mennonite Church. The committee recommended: (1) That the future educational program be considered from a unified church-wide viewpoint. (2) That one conveniently located institution be established offering a complete curriculum in harmony with the teachings of the Bible and the doctrines of the Church and to be standardized as soon as convenient. (3) To provide for the founding of an institute in connection with this central College which would offer graduate work in Bible. (4) That in all institutions under the educational board the same general policies should prevail in determining the curriculum, in matter of school administration, in relations of the school to the Church. (5) That all immediate arrangements in the organization of the present institutions be made with this program in view.

In line with this program, the committee submitted further recommendations: (1) That the Board arrange for the appointment of a general finance committee of five members consisting of the business managers of both institutions (Goshen and Hesston), a financial agent

to be annually elected by the Board, and two members to be appointed annually by the Executive Committee of the Board. (2) That a general Ways and Means Committee of seven members be appointed to adjust existing school organizations and curricula to the adopted program. The passing years have demonstrated the wisdom and far-reaching effect of these recommendations. At the end of the first half century of the existence of the Board's two schools, these remain the basic educational and financial policies of the Board. From the time of the adoption of these recommendations Orie O. Miller has been serving as a member of the finance committee of the Board and since 1925 as financial agent.

(E) *Daniel Kauffman Elected President*

It was at this annual meeting (1922) that the Board elected Bishop Daniel Kauffman president of Goshen College, and retained Professor John J. Fisher and Amos E. Kreider as dean and business manager respectively. They also adopted a resolution of appreciation for I. R. Detweiler's work for the institution. The latter some time later accepted the pastorate of the Eighth Street Central Conference Mennonite Church.

The election of Daniel Kauffman as president of Goshen College seems to have been intended to allay in part the criticism and the dissatisfaction of certain members of the Indiana-Michigan Conference with the conduct of the school and with conditions both within the school and within the College congregation. Even the leading faculty members of the College consented to the new arrangement because they felt that it might result in better relations with the local conference and with certain members of the constituency at large. Before his conversion, President Kauffman had been interested in politics as a candidate for a county office. He held a degree from Missouri State University, had been a teacher and public school administrator in Missouri, and the superintendent of schools in Morgan County. These facts, the faculty believed, should give him that breadth of mind and spirit that would make him sympathetic toward educational problems if he met them near at hand. In addition he was probably the most influential man in the Mennonite Church. Through his work as a preacher, as a leading participant in policymaking in many district conferences and the General Conference, and as editor of the *Gospel Herald*, his voice carried great weight in the counsels of the Church.

The tensions emphasized by the election of Daniel Kauffman as president of the College clearly demonstrated that the Board had lost control of the institution. It was an unhappy year for the president, for the

faculty, for the students, and for the Board.⁷ President Kauffman found himself powerless to effect any vital changes in the face of settled opposition between the Executive Committee of the Indiana-Michigan Conference on the one hand and the College, the College congregation, and a growing progressive element in the Indiana-Michigan Conference on the other. Students and faculty members felt apologetic at having a president untrained in college affairs and unsympathetic toward the cultural pattern of the school and the congregation. Even before President Kauffman's inauguration several faculty members had severed their connection with the institution and a number of students had withdrawn. Of the thirty-four sophomores in 1921-22 only six completed their work as juniors in 1922-23; of fifty-six freshmen only seventeen returned.

While the curricular, extracurricular, and religious life of the school seemed to go on much as formerly, but on a more conservative pattern, there was bitter disappointment and deep dissatisfaction with many phases of school life and with the school's relations with the Board. It is true that there were hopeful signs. A few young members were being elected to the Board, notably Orie O. Miller of Pennsylvania, and A. E. Kreider of Illinois, both graduates of the College in the class of 1915, and Noah Oyer, graduate of Hesston College in the class of 1919. These and some of the older men were ready to follow in a cautious manner the forward-looking acculturation program of the Middle West.

There is no question that Daniel Kauffman made an honest effort to bring about a situation considered necessary for the development of the educational program of the school in line with the wishes of the most conservative elements in the Indiana-Michigan Conference and in the General Conference. He also endeavored to relieve the strain by showing an active interest in the financial problems of the institution. At one meeting of the faculty he proposed discussion of a plan to raise a one million dollar endowment fund. But many students planned to transfer to other institutions at the end of the year. Local alumni sensed that the school was slipping away from the control of the Mennonite Board of Education. They offered to purchase the school and operate it as a Mennonite institution. Faculty members were leaving, prospective seniors did not plan to return, and enrollment was declining.

It seemed to many of the younger educated men of the Church that for them there would be slight opportunity for active service in the Church because an ultra-conservative leadership was deeply entrenched in its councils and organization. They also felt that there was little prospect that conditions would change in the foreseeable future. This brought about conditions, especially in the Indiana-Michigan Confer-

ence, where it seemed impossible for the more progressive element to live a satisfying church life under the older leadership.

The election of Daniel Kauffman as president of Goshen College brought into clear focus the real problem of education in the Mennonite Church. This problem had its deep roots in the changing cultural pattern of the Church. Sincere, conscientious leaders had a part in the attempt to turn back the cultural clock toward an era that had passed.

For more than a quarter of a century the Mennonite Church had been erecting buildings for educational purposes, had been hiring and supporting faculty members, had been pouring its resources into educational work, had been sending its young men and women to Goshen College to receive an education. These young people had been taught to think, they had been trained to wrestle with vital problems, they had been taught the relation between culture and service. Many of them had developed an intense devotion not only to the Mennonite Church but to her fundamental principles. They had learned to admire sincerity and simplicity. They believed in separation from secular influences and ideals. They felt that they had a right to be considered a part of the Mennonite Church and worthy of a share in the work that the Mennonite Church should be doing in bringing Christ and His message and His work into the world. The problem was complicated by World War I. The young men had suffered misunderstanding, persecution, mistreatment, and imprisonment. They knew that the leaders of the Church had been overtaken in a situation for which they had only a negative solution. They watched the church leaders flounder to a fairly satisfactory solution to the problem with the aid of the American Friends Service Committee.

The interpretation of the message and work of the Mennonite Church as taught to them by their spiritual and intellectual leaders at Goshen College impelled many of them to enlist for relief work or to continue their work of relief and reconstruction after the Selective Service draft had released them. Failure to understand these young men on their return from their term of voluntary service during the reconstruction period and failure to assimilate them into the life and activities of the Church intensified the strained relations between the College and the various conferences of the Mennonite Church.

(1) THE NATURE OF THE "GOSHEN COLLEGE PROBLEM"

The reasons for the lack of harmony between certain church leaders and the faculty and administration of Goshen College were chiefly two: (1) lack of agreement on the methods of maintaining the

doctrines of separation and nonconformity and (2) a deep-seated fear that the educational leaders at Goshen College were theologically unsound, that their orthodoxy had been undermined by the spirit and teaching of modernism in the colleges and universities which they had attended. These two issues drove a wedge between a few of the educational leaders of the Church and an influential segment of the College constituency. The differences and misunderstandings began in the administration of President Byers and continued until near the end of the fourth decade of the century.

The inability of the College to satisfy some of the demands of its critics stemmed in part from the past history of the Church. It was another example of the age-old problem of accommodation to changing cultural conditions. From the beginning (in 1525) of that branch of the Anabaptist movement from which the later Mennonite Church emerged, the leaders had emphasized Scriptural concepts like nonresistance and nonconformity to the world order. Later their adherence to these concepts took the form of resistance to change. After the lapse of centuries this devotion to the old established order to preserve certain Biblical principles became an outstanding Mennonite and Amish characteristic. A striking example of this resistance to change survives in present-day Amish congregations.

Nineteenth-century American Mennonites had witnessed the results of change in other German-speaking Protestant groups and in order to escape a similar fate they resisted change with almost violent ardor. They saw the German Evangelicals relinquish first their language, then other German folkways. To their simple church service they saw them add the Sunday school and the emotional revival. Finally, they had become just another of the "popular" churches. They saw the Methodists, among whom were some German congregations, follow a similar path after they gave up their simple mode of dress and Wesley's teachings on nonresistance and nonviolence. They felt that perhaps the Church of the Brethren was on the same road. Hence they decided that adopting the English language and organizing Sunday schools were simply steps on the highway to spiritual decline.

Eventually, near the end of the nineteenth century the majority of Mennonites and Amish Mennonites yielded on the change to the English language, the organization of Sunday schools, and the introduction of evangelism. But they sensed a pull toward cooperation with other denominations and were troubled by signs of urbanization and industrialization. They feared in these a threat to two of their basic tenets: nonconformity and nonresistance. The problem was complicated by

the growing interest in higher education which seemed to them to have led young people in other religious groups, and even in their own, away from the simple faith of their forefathers. Mennonite church leaders felt that the worldward drift must be stemmed and some of them saw in dress the possibility of maintaining a society separated from the secular influences that had drawn Evangelicals, Methodists, and some Brethren away from their earlier simplicity in faith and life. Hence some church leaders decided to adopt the garb of the most conservative areas of the Mennonite brotherhood. By conference rule and discipline they expected to make this garb the general practice throughout the United States and Canada. This garb, among other less significant items, included the cape and hood or bonnet for women and tie strings on their "cap" or devotional prayer veiling; for men it prescribed a collarless coat, required of ministers and recommended for laymen. In some congregations in some conference districts the wearing of this prescribed garb was made a test of active membership; laymen who did not wear this "regulation" clerical coat were denied participation in church and Sunday school activities.

The wearing of this garb was not practiced among the majority of Mennonites and Amish Mennonites in the Midwest. In some sections it was not worn because it had never been considered an essential part of the religious pattern. In other sections this inherited cultural pattern was considered a necessary mark of separation from the world and was discarded with difficulty in favor of gradual acculturation to the prevailing American mode of dress. In 1889 when the outmoded cultural pattern required of the members of the Oak Grove Amish Mennonite congregation, in Wayne County, Ohio, threatened a division in the brotherhood, a committee of laymen elected by the congregation drew up a "new order" to be substituted for the "old order." This had to do with the mode of dress and of cutting the hair for men and a few other remnants of earlier customs to which religious significance had been attached. When the bishop, contrary to his own preferences but in agreement with the vote of his people, consented to these changes in dress his prestige suffered among his fellow ministers in more conservative sections.

Changes in costume similar to those permitted by the resolutions of the Wayne County congregation were adopted in many sections of the Middle West but not in the East. Later such changes by mere congregational action became difficult, if not impossible. For with the founding of General Conference and the strengthening of the influence of the district conferences the congregational pattern of the Amish

Mennonite Church gradually shifted to a synodical form of church government in most conference districts. Then certain conservative leaders tried by conference rules to make general and to perpetuate the cultural pattern still practiced in the more conservative sections as a necessary part of Mennonite religious life. Although this had the advantage of holding the conservative East and the progressive Middle West together organizationally, it also delayed the process of acculturation. Some sections of the Middle West simply disregarded their own rules; others chafed under the loss of local autonomy and the attempted imposition of a uniform pattern of church discipline and government.

The attempt of the leadership of the Indiana-Michigan Mennonite Conference to enforce the strict letter of these rules, where a much milder discipline had become the accepted practice, was the cause of friction between the College and the Conference during the first decades of the history of the Elkhart Institute and Goshen College. When the educational leaders followed the pattern of acculturation developing in the more progressive congregations in the Midwest they were branded as "liberal." "Liberal," a term of very uncertain connotation, might mean anything from mild acculturation in modes of dress or urban residence to extreme theological liberalism, which might include rejection of the plenary inspiration of the Holy Scriptures, the Virgin Birth, the bodily resurrection of Jesus Christ, and failure to observe certain ordinances. The irresponsible use of the term, "liberal," to discredit a denominational leader whether in the Church or the College caused misunderstanding, heartache, and division.

An unthinking minority in the Church complicated the problem by adopting certain elements in the pattern of the secular life about them that were in violation of the spirit of the Holy Scriptures and could not be defended on economic, cultural, or religious grounds. Some of these were mentioned in a resolution on dress in the minutes of the Indiana-Michigan Conference held in the spring of 1921. The resolution said in part, "The membership has gone entirely too far in conformity to the world; the brethren in wearing gaudy dress, fashionable hats, sisters in wearing insufficient, transparent, or superfluous dress, and in fashionable hair combing. This conference urges a specific change toward simplicity in the brotherhood." Some of these cultural aberrations copied from a wartime society have since been condemned even by the secular social order which then condoned certain improprieties, but this resolution confused the issue between what was improper and what was an adaptation to the legitimate current cultural pattern.

It is no doubt true that the cautiously conservative approach to

the problems of the new era advocated by some of the wiser leaders in the Mennonite Church had a salutary effect in curbing certain tendencies in the process of acculturation, but the reactionary attempt of the extremely conservative leadership in the Indiana-Michigan Conference to force its membership to conform to the pattern of dress in vogue in the more conservative sections had an important part in closing Goshen College in 1923.

In that year the Indiana-Michigan Conference by a large majority adopted a regulation that "sisters who wear hats or members who carry life insurance . . . forfeit their membership, and the congregation shall be informed of such forfeiture." Certain ministers in the Conference refused to discipline members who failed to comply. The Conference then passed a resolution empowering its Executive Committee to silence ministers who declined to support conference regulations. These resolutions led to the silencing of several influential ministers in the Conference and the loss of a large part of the membership of several progressive congregations in Northern Indiana who had been active in supporting the financial and educational program of the Church and the College.

Even after the reopening of the College in 1924 when a much more conservative cultural pattern was encouraged and observed on the Goshen campus than had been practiced earlier, the Indiana-Michigan Conference continued agitation for a certain type of dress, musical activities, and athletic program to promote nonconformity and separation. In 1931 the Conference appointed a committee of five to investigate the effect of Goshen College on the constituency of the Indiana Conference district. This committee sent out a questionnaire. The replies indicated that many of the conditions objected to in Goshen College by its critics prevailed also in the various congregations of the Indiana-Michigan district but some conference members blamed the College for the "worldward drift" of their congregations. As a result of the replies to the questionnaire the committee recommended to Conference that as a Conference they ask for a reorganization of the Board of Education, effected in such a way that the Indiana-Michigan Conference would have control of the Board. The committee recommended that Conference ask the General Problems Committee of General Conference to bring to the next General Conference their recommendation in regard to the reorganization of the Board of Education. However, the plan failed.

Following the agitation in the Indiana-Michigan Conference in 1931, the Board of Education employed two faculty members at Goshen who had been former teachers at Hesston where wearing the regulation

coat was the established practice. There was some discussion about making the wearing of this coat a requirement of all new faculty members employed at Goshen. The administrative committee discussed the question with faculty members and others but took no action. So late as 1934 at the annual meeting of the Mennonite Board of Education a few church leaders again tried to force the closing of the College unless an extremely conservative program was adopted. Wiser counsels prevailed. For a number of years the "School Problems Committee" of the Indiana-Michigan Conference continued agitation for a more conservative program. On the whole its work may not have been without value.

This question remained a major problem for several years more. In 1937 the Indiana-Michigan Conference again voted to bring certain recommendations to the Board dealing with the general problem of attire, musical activities, and athletics. They insisted also that non-Mennonites should not be members of the touring choruses because their presence in the chorus tended to break down the principle of separation. At the next meeting of the Board of Education, after prolonged discussion of the recommendations, the Board adopted the following resolution: "That we advise a continuance of the relationship and cooperation of the Indiana-Michigan School Problems Committee and the administration of Goshen College in the understanding and solution of the problems of interest to the Church and School." Since that time the Indiana-Michigan Conference more and more emphasized spiritual values rather than a return to an earlier cultural pattern. Conference leadership has passed into more progressive hands.

What some Mennonite leaders did not realize was that adherence to the older cultural patterns was not in itself a guarantee against the encroachment of the secular spirit, but that the preservation of a Biblical Christianity depended on sound indoctrination in the vital principles of the Christian faith. And on the other hand that reasonable accommodation to prevailing customs in dress was inevitable in the process of acculturation. Recent developments in the Mennonite Church demonstrate that sound teaching of Biblical principles is the best means of preserving the observance of nonresistance and nonconformity. In this area the Goshen College faculty has occupied a vanguard position. Their contribution through writing and the spoken word has become recognized as a mighty force in the preservation of the fundamental principles that form the basis of Mennonite faith and practice.

To ascribe all the difficulty between the College and its constituency to a cultural lag would be to attempt an oversimplification of the prob-

lem. Even in the absence of concrete documentary evidence that the leaders of the "Old Goshen" prior to 1923 were modernists, the fact remains that a few of them were suspected of modernist leanings. This suspicion itself exerted a baleful influence in destroying confidence.

All of the early educational leaders in the Mennonite Church attended colleges and universities where they faced modern religious liberalism on the campus and in the classroom. American universities in general were drifting toward humanism, the cult of human perfectionism. There seems to be no reliable documentary evidence that the early Mennonite educational leaders at the Elkhart Institute or Goshen College were modernists or that they were so considered by any large number of those who were responsible for the management of the schools. But it may be true, as one of the earlier faculty members stated recently, that if they had remained in control of Goshen College, probably neither the College nor the Mennonite Church would be what they are today. In this connection, however, one needs to remember that the period since World War II has seen a sharp return to orthodox Christianity in some Protestant circles and to a sounder basis of Christian faith.

Some of the college instructors were not so careful to avoid suspicion as they might have been. On one occasion a member of the Board of Education saw in the office of I. R. Detweiler, then acting president, copies of religious books written by a faculty member of a large university known for his modernistic views. When the Board member expressed surprise, Detweiler is said to have laughingly replied, "I don't teach them; I use them for reference." This explanation did so little to allay the Board member's fears that he advised students to attend Hesston rather than Goshen. Without doubt genuine friends of the College, firmly convinced of the value of higher education, felt deep concern for the theological soundness of the Church and strongly suspected that the faculty and administration might mislead Mennonite young people. These fears and suspicions led influential church leaders to feel that the Church should withhold support from the institution.

That mistakes should be made when the Mennonite Church began its great experiment in higher education was to be expected. That not more, or more tragic mistakes were made, is to the credit of the patience, wisdom, and consecration of its church leaders and its educational administrators.

(2) BOARD ELECTS TO WORK WITH INDIANA-MICHIGAN CONFERENCE

In the face of increasing difficulties the Board attempted to continue to operate the College. It had been the custom for many years

for the Local Board of the College under the direction of the Mennonite Board of Education to prepare for the coming year by making recommendations for faculty, courses, and similar administrative details. When the Local Board met at the College during the year 1922-23 to make arrangements for the coming school year they found it impossible, even after several meetings, to complete satisfactory plans for the summer school and for the next year. After reviewing the situation in consultation with some members of the Executive Committee of the Board the Local Board decided to turn the whole matter over to the Board of Education.

The Ways and Means Committee appointed by the Board of Education at its meeting in June 1922 to work out a comprehensive educational program continued their deliberations during the Christmas holidays. They met again on March 6, 1923. After several sessions this committee adjourned without taking any definite action. On March 8 the Executive Committee of the Board called a meeting of the students and faculty. Sanford C. Yoder, president of the Board, made an earnest appeal to the students that they cooperate with the Board in the policies it was trying to carry out and asked them to maintain a calm demeanor and to be careful not to spread the spirit of discontent. The Committee consented to hold a meeting with the students in the evening. In this meeting presided over by the students, the latter stated that their efforts to cooperate were not producing the results they had hoped for and they desired to know in what manner they could successfully cooperate for the good of the cause. They made an earnest request for a change of policy and administration so that the institution could serve the Mennonite Church in the largest way.

It was now apparent that the Board had lost control of the school and that it would be impossible to go on for the next year. The faculty, the student body, and a large segment of the local Mennonite constituency of the College were out of sympathy with some of the policies of the Indiana-Michigan District Conference, which the Mennonite Board of Education attempted to carry out. The Board, faced with the alternative of cooperating with the College or the Conference, tried to satisfy the Conference.

(3) BOARD CLOSES COLLEGE FOR ONE YEAR

At the annual meeting of the Mennonite Board of Education at Goshen on June 18, 1923, the Board heard a report of a committee appointed at an informal meeting of the Board at Kokomo, Indiana, on May 22. This committee, Sanford C. Yoder, Kalona, Iowa; David A.

Yoder, Elkhart, Indiana; Albert J. Steiner, North Lima, Ohio; Orie O. Miller, Akron, Pennsylvania, and Daniel Kauffman, Scottdale, Pennsylvania, was to conduct investigations with reference to the continuance of Goshen College. Reporting at the annual meeting on June 18, 1923, the committee recommended the closing of the College for one year unless the necessary arrangements could be made for continuing the school during the ensuing year. As an administrative committee, to make plans for an official organization, faculty, finances, student campaign, and dissemination of general information to the Church and then, in cooperation with the Executive Committee of the Board, to provide for the opening of Goshen College in the fall of 1924 and if advisable, arrange for a summer term previous, the Board appointed the members of the committee that had been previously appointed at Kokomo. This committee prepared and published in the July 12, 1923, issue of the *Gospel Herald* an article "Concerning the Future of Goshen College" . . . giving the reasons for closing the school for one year.⁸

To faculty members, alumni, and students the closing of the school meant stark tragedy. Many of them doubted that the Board would be able to reopen the school even in 1924. Some faculty members had lived in Goshen for two decades, they owned their own homes, they had families, they had taught for years on a subsistence wage, they had looked forward to educating their children in Goshen College. Now their school was closed and their means of support cut off. Few if any had been assured of a position with the College if and when it should reopen in 1924. Some found employment at the local high school, some accepted a position in Bluffton College or at Hesston, a few sold their homes and reinvested in homes in other cities where they secured employment in other school systems.

Students also were confused. Where could they attend college? What would be the value of the credits they had earned in a school which had closed its doors? Other young people had planned to attend Goshen College in the fall of 1923. What school would meet their need for training? The other two institutions in the Church could serve their constituencies in a satisfactory manner by providing in most part only for academy training. It was true that Hesston College had offered college work leading to the B.A. degree but its facilities were entirely inadequate to accommodate a large number of college students. According to their catalogs, enrollment in the college and academy departments of Hesston and Goshen during the past three years showed that Hesston was primarily an academy, Goshen a college.⁹

It was generally recognized that both Hesston and Goshen had been

serving their constituencies rather well. In the West the young people of the Church did not attend high school in large numbers. They looked to Hesston Academy for the completion of their educational training and very few went beyond the academy. In the Central States, in the area served by Goshen College, young people in large numbers graduated from their local high school but expected to receive their college training at Goshen. An increasing number of Mennonite young people who were high school graduates were continuing their work in college. The closing of Goshen College simply meant that the Mennonite young people of the Middle West, in which Goshen College was located, were not being provided with proper educational facilities for the next year.

Alumni offered to purchase the plant and assume all obligations provided they would receive all assets. The Board promptly declined the offer and stated that they intended to continue to operate the institution.

On August 29-31, 1923, while the Mennonite General Conference was in session in Waterloo, Ontario, the Mennonite Board of Education held an informal meeting in the Waterloo Mennonite Church. Most of the members of the Board were present and endorsed a number of the recommendations presented by the administrative committee. The most substantial step forward was the election of Sanford C. Yoder as president of Goshen College.

1. Seventeen members were present in person and six by proxy, D. H. Bender holding four proxies for Board members from the West and Hesston College.

2. The exact figures of the report were: notes receivable \$7,189.81, pledges receivable \$26,740.00, and accounts receivable \$5,719.23. Liabilities were \$56,198.85 in invested endowment funds, \$29,455.00 in annuities, notes payable \$104,591.26, accounts payable \$6,264.44.

3. Members of the faculty undoubtedly signed this document in good faith. But it is certain that their interpretation of its provisions differed widely from the strict construction read into it by some of the members of the Board. This may have been the reason for the "discussion" of the resolutions.

4. The program for Wednesday, June 9, 1920, follows:

10:00 A.M. Chapel Exercises

10:30 A.M. Literary Society Reunions

2:00 P.M. Twenty-fifth Anniversary Program G. J. Lapp, Presiding
(Twenty Minute Addresses)

Our Educational Beginnings J. S. Hartzler

"Culture for Service" D. S. Gerig

The Student Life J. E. Hartzler

The Religious Life P. E. Whitmer

The Educational Growth of the College N. E. Byers

6:00 P.M. Alumni Reunion

5. The catalog for 1920-21 lists the following faculty members: Irvin R. Detweiler, B.A. (Acting President), Dean of Bible School; Christian B. Blosser, B.A., Dean of College; Vesta Zook, B.A., B.S., Dean of Women; Daniel S. Gerig, B.A., German and Latin; Ephraim J. Zook, M.A., Librarian, Latin and French; Jonathan M. Kurtz, M.A., Physical Sciences; Daniel A.

Lehman, M.A., Principal of Academy, Mathematics and Astronomy; John E. Weaver, M.A., Principal of School of Business, Bookkeeping and Shorthand; Amos S. Ebersole, Mus.B., Director of School of Music, Voice and Choral; William B. Weaver, B.A., Religious Education and Sociology; Samuel W. Witmer, M.A., Biological Sciences; John J. Fisher, M.A., Registrar, Philosophy and Education; Martha L. Martin, B.A., Methods and Education; Otto H. Holtkamp, Mus.B., Piano and Musical Theory; Jacob C. Meyer, M.A., History and Political Science; R. Ray Steele, M.A., English; Alma R. Warye, B.A., English; Harold S. Bender, B.A., New Testament and Greek; Silas Hertzler, M.A., B.D., Bible; Gerald J. Dinkeloo, B.A., Public School Music Methods; Ina K. Slate, Public School Art; Elvina S. Ebersole, Voice; Eunice Guth, Piano; Mary Wismer, Dietitian and Matron Kulp Hall; Vinora Weaver, A.B., Shorthand; R. O. Abbott, B.S., Physical Education; Mrs. Myrtle Coble, Physical Education; Ruth Brenne- man, assistant instructor in Home Economics.

6. The objection to "glee club concerts" and to certain forms of "entertainment within the school" may not be easy for a reader in the middle of the twentieth century to understand. But some glee club numbers furnished very light entertainment and some of the literary society programs were of a similar nature. The reader needs to remember that World War I had resulted in a general loosening of social standards. It was easy for the thoughtless or the immature to be swept along with the current and to copy the light, the frivolous, even the irreverent. When the College reopened after 1924 some returning earlier alumni, who had been connected with the College during the period of decline following the war, more than once shocked and grieved students and alumni assembled for a reunion by telling a story whose irreverent implications or near-risque ribaldry were out of harmony with the spirit of Christian fellowship. At the opening of school in 1924 students transferring from Hesston and Eastern Mennonite School detected a similar spirit in some of the former Goshen College students. It must be admitted that some of the criticism leveled at the entertainment standards of the College was not mere groundless faultfinding.

7. It was a year of tragedy for the Kauffman family too. On Wednesday, December 27, while President Kauffman's son Paul was skating on the Elkhart River with several other young men he broke through the ice and was drowned. His funeral was held on December 30 and memorial services were held for him in Assembly Hall on the following Wednesday, January 3. The 1923 *Maple Leaf* devoted an entire page to a picture and a tribute "In remembrance of our friend and fellow student Paul Kauffman who through his kindness and manliness won our love and esteem, who through his frankness and sincerity gained our respect and confidence . . ."

8. The article mentioned the following: (1) That more time was needed to clear away local difficulties, to provide for proper financial support and then to organize a strong faculty that would meet the requirements from both an educational and church standpoint. (2) If the school had continued without interruption there would have been very limited patronage for the coming year. (3) Members of the Executive Committee and others had made a study of the situation and were convinced that there would be a number of important advantages in taking an extra year of time to organize for the work.

9. The comparative enrollments were:

	Hesston		Goshen	
	College	Academy	College	Academy
1920-21	31	162	171	78
1921-22	29	166	210	49
1922-23	33	157	125	34
Average	31	162	169	54

Chapter V

Presidency of Sanford Calvin Yoder

Reconstruction and Steps Toward Accreditation

When the members of the Mennonite Board of Education came out of their meeting at Waterloo, Ontario, on August 29, 1923, after having chosen the new president for Goshen College, Sanford C. Yoder suffered his first major disappointment in his new position. A message from Hesston College had just arrived stating that J. D. Charles, dean of Hesston College, died earlier that day. Sanford Yoder had felt that in order to make a success of the work at Goshen College, he would need the assistance of a strong dean. Charles was considered well qualified for the position and had agreed to serve as dean if Sanford Yoder was elected president.

Yoder had been asked to accept the presidency several times earlier. His experience and his ability as a public speaker made him a leader in his church conference. Early in October 1916 he was serving as assistant moderator of the Western District Amish Mennonite Conference and was chosen as a member of the committee on arrangements for General Conference. Three weeks later he was elected a member of the Mennonite Board of Education. At the first meeting of the Board after his election he was elected treasurer of the Board and a member of its executive committee. In 1919 when the president of the Board, H. F. Reist, was elected president of Goshen College, the Board elected Yoder as Reist's successor. Two years later the Board wished to elect him president of the College to succeed I. R. Detweiler who was serving as acting president. But he felt that he was not prepared. If he was to serve in this important post he wished first to continue his educational preparation. Another consideration was his church work. He was pastor and bishop of the East Union congregation near Kalona, Iowa, and secretary of the Mennonite Board of Missions and Charities. When he was chosen president in 1923 he did not hold a degree but by 1927 he had qualified for the degree, Bachelor of Laws (LL.B), at Hamilton College of Law, Chicago, and received the B.A. degree at the State University of Iowa in the same year.

With the death of J. D. Charles the most likely candidate for dean at Goshen was Noah Oyer. He had begun his career as a student at Hesston College and Bible School in 1912 and was graduated from both the academy and college departments, receiving his B.A. degree in 1919. After the death of J. D. Charles, D. H. Bender, president of Hesston College, was eager to retain Oyer on the staff. Accordingly he had him elected dean September 3, 1923, and on September 30, 1923, he ordained him to the ministry to serve as pastor of the Hesston College congregation. Having served on the Mennonite Board of Education from 1916 to 1924, Oyer was aware of the larger opportunities at Goshen College which the Board had earlier determined should be the central institution of the Church with a fully accredited four-year college course and a year of graduate work in Bible. Other considerations made his transfer to Goshen desirable. He had been reared in Illinois in a more progressive community than the western section to which he had transferred his interests; then too his wife had been reared in Ohio. To her, moving to Goshen meant coming nearer home.

Dean Oyer's special contribution to the College lay in two areas. Since his advice was sought and heeded in the church-wide committees on which he served, he furnished an important link between the College and the Church. His insistence on maintaining Goshen College as a full four-year college, even though junior-senior classes were small and instruction in them expensive, gave direction and stability to Goshen as a liberal arts college. Students brought to him their personal and religious problems. Such conferences often continued far into the night. At a time when Bible courses were not made a requirement for graduation he rendered an appreciated service to students by his skillful presentation of religious truth in the extracurricular Bible classes, especially in "Personal Evangelism" and "The Gospel of John."

Having secured Noah Oyer's promise to serve as dean and the Executive Committee's ratification of the appointment, President Yoder set out to find a business manager. He sought a young man, one who had the confidence of the Church. The problem troubled him for some time but finally his wife said, "Why don't you get Chris Graber?" Graber had many of the necessary qualifications for the office. Not the least of these was a certain flare for business and an interest in financial matters. He was a graduate of Washington (Iowa) high school and had studied an additional year at Hesston College. He was well and favorably known among his associates in the West, and had family connections in Wayne County, Ohio. As a member of the Near East Relief Unit which took over the work of the Red Cross after

World War I he was an administrative officer in the refugee camp at Aleppo where he provided for the needs of from 3,000 to 7,000 refugees. Later he was stationed at Antioch in Syria as area administrator for the distribution of relief supplies.

A letter to Graber found him interested, but there were complications. Graber was the assistant pastor at the Sugar Creek Church near Wayland, Iowa. The congregation gave its reluctant consent. C. L. Graber and his family moved to Goshen and purchased the residence on South Main Street which they still occupy. At the same time, Graber succeeded J. S. Hartzler as assistant in the office of the Mennonite Board of Missions and Charities at Elkhart.

At its annual meeting at the Prairie Street Mennonite Church on June 14, 1924, the Board of Education re-elected S. C. Yoder, president; Noah Oyer, dean; and Chris Graber, business manager. Aaron Loucks was elected chairman of the Finance Committee and Chris Graber, secretary. The committee recommended to the Board: first, that the Board cooperate with its institutions in raising ten thousand dollars before September 1, 1924, to cover the present indebtedness of both institutions; second, that the Board authorize the Finance Committee to work out a practical financial program; and third, that the Board arrange for the adoption of a definite and permanent policy of accounting for both the Board and its institutions. The Board passed a resolution instructing the Literature Committee to "go through" the library of Goshen College, list the books considered questionable, remove them to "some private place," and report back to the Board. J. B. Smith examined the library holdings and removed about one hundred books from the open shelves.

At this meeting of the Board, O. O. Miller spoke on the "Financial Plan of the Board" and Noah Oyer on "Our Goal in Educational Work." Miller stated that the Board planned to work in connection with General Conference and with various conferences of the Church interested in education. The members of the Board, he cautioned, must think in terms of the whole Church, the whole country coast to coast and Canada. A unity of plan and purpose, he said, must prevail in all the schools—Hesston, Goshen, and Eastern Mennonite. As soon as possible the Board planned to have at least one central standard college. The Board must liquidate the debt on all the schools.

Oyer asserted that the demand of the young people in the Mennonite Church for a sound educational program determines the goal of the Mennonite Board of Education. Failure to establish a recognized standard of educational accreditation would result in losing a great

deal of talent among Mennonite young people. Since the university cannot train the young people spiritually and has no means of doing so, Christian nurture must be the goal of Mennonite colleges.

Assembling a Faculty

While selecting a dean and a business manager President Yoder also began to assemble a faculty satisfactory to the Board and to its constituency. The Board had instructed him to fill the positions on the faculty with members of the Mennonite Church if possible, selecting people whose loyalty was unquestioned even though their qualifications academically might not be all that was desired. If Mennonites were not available, he would be permitted to employ non-Mennonites. He wrote to all the members of the former faculty to learn whether they would be interested in returning to Goshen. J. J. Fisher, former dean, and A. E. Kreider, former business manager and dean of the Bible School, knowing the demands of the Board for a conservative program felt that an entirely new faculty should be elected. In reply to President Yoder's letter inviting them to return to Goshen S. W. Witmer, M.A., and D. A. Lehman, M.A., both of whom had been teaching at Bluffton during the year 1923-24, gave a favorable reply. The same was true of Silas Hertzler, M.A., B.D., who had been teaching at Hesston. H. S. Bender, M.A., Th.M., had taught at Hesston two years and during the year that Goshen College was closed was attending the University of Tuebingen in Germany. He consented to serve on the new Goshen faculty after being assured that the Board intended to carry out its earlier decision to make Goshen a standard college with a graduate Bible school. E. J. Zook, M.A., former professor of Greek and Latin, considered returning to Goshen but, after an unsatisfactory conference with Bishop D. J. Johns, decided not to do so. In an attempt to fill the remaining positions, President Yoder asked a large number of church leaders about prospective teachers in their communities.¹ All members of the faculty except the business manager and the dean of women held at least the B.A. degree. Only one, Ernst Correll, held the doctor's degree. The four other non-Mennonite instructors had the M.A. degree. The Board had instructed Dean Oyer to make out an "Examination Blank" for prospective teachers to be filled out by them and submitted to the Faculty Committee. All of the above-named instructors filled out the blank to the satisfaction of the Committee.

With the beginning of his second year President Yoder added several new faculty members and replaced some of the non-Mennonite instructors with members of the Mennonite Church. J. S. Umble (A.B., North-

western University, 1906) after further graduate work replaced Orville T. Rodman in English. Guy F. Hershberger (A.B., Hesston, 1924; M.A., State University of Iowa, 1925) relieved H. S. Bender of part of his teaching load in history. Glen R. Miller (A.B., Hesston, 1924; M.A., State University of Iowa, 1925) replaced D. H. Unsell in physical science. The president also added Pearl Klopfenstein (B.A., Hesston, 1924; M.A., University of Nebraska, 1925) to teach English and speech and Mrs. Elizabeth Horsch Bender (B.A., Goshen, 1918) Latin. But her health did not permit her to serve till later. Silas Hertzler left to do graduate work in education at Yale and was replaced by R. B. Hohn. This still left on the faculty in the fall of 1925 five non-Mennonites.

The College suffered a serious loss during the second year with the passing of J. D. Brunk in February 1926. He had been director of the School of Music at Goshen College from 1906 to 1914 and was elected head of the music department of the college in the early months of 1925. The state of his health did not permit continuance of his work at Goshen beyond the 1925 summer term. Those who were present during that summer recall with pleasure his skill in interpreting, teaching, and directing the great hymns of the Church during the daily chapel service.

With the beginning of Sanford Yoder's administration as president, relations between Church and school were much improved. When the Board closed the school in 1923 and the young people of the Mennonite Church who had been students in Goshen College scattered to different institutions church leaders became alarmed. Many of those who had looked forward to the closing of the institution in 1923 with the least concern now were among the most vocal in demanding its reopening. This was especially true in Indiana, Ohio, and Illinois. Up to this time most of the western conferences never had actively supported any program of higher education. But the membership of those conferences had confidence in Sanford Yoder and also in C. L. Graber and Guy Hershberger. Most of the membership in the Illinois Conference were well acquainted with Yoder through his activities in the Western A.M. Conference. Although he was not so well known in the East he had made an excellent impression in Ohio with his broadly progressive addresses during his attendance at several Sunday school conferences. In general it probably would be correct to say that the leadership of the Church now had confidence that the College would adopt a conservative program that could receive the approval of the Church.

The ever-present problem of finances, however, continued to trouble the educational leadership of the Church. The College still carried a debt of about ten thousand dollars—some of it in the form of notes

issued nearly a decade earlier. During the summer of 1924 Orie O. Miller raised the money to liquidate this ten thousand dollar indebtedness. When some of the old notes of long standing were paid those who held them were surprised. The payment of these old debts tended to inspire confidence in the new administration.

Aside from clearing the College of debt, however, the Board made little provision for the finances of the College when S. C. Yoder became president. In 1924 faculty salaries were placed at sixteen hundred dollars for the regular year and four hundred for the summer session. But beginning in the second year both of these amounts were reduced. For the first year or two raising the money to defray the annual deficit was left largely to him. In Indiana he drove his car from house to house, from congregation to congregation. In Ohio and Illinois friends of the College furnished transportation and introduced him to such persons as seemed likely to contribute to Goshen College. Later the duty of raising money devolved on the business manager, C. L. Graber. But in 1927 Graber assumed control of the endowment campaign and later accepted a position with an Iowa bank to salvage its resources during the depression period. After he returned to the College in 1933 he continued to raise money chiefly by writing letters from his office. He spent little time in the field.

Having assembled a faculty President Yoder had no assurance that there would be a student body. In those days Goshen College did not employ a student solicitor nor field man of any kind, except as President Yoder made contacts in various areas throughout the Church during the winter and summer preceding September 1924. During the year (1924-25) the College offered no scholarships and only three assistantships, one in algebra, one in physical education, and one as assistant in the library. Tuition, however, was only fifty dollars per semester, board seventy-two, and rooms twenty-seven to thirty-six dollars per semester. President Yoder wrote many letters to ministers, parents, and prospective students urging them to support their "central church school." But as the summer wore on nothing was more certain about the size of the student body than that it was uncertain and unpredictable. One thing seemed assured: very few of the students who had been dispersed by the closing of the College in 1923 would return to the Goshen College campus. It was expected that on account of the uncertain value of Goshen College credits some students, even of unquestioned loyalty to the Mennonite Church, would finish their work for the degree at Bluffton or at Manchester College or at other institutions to which they had transferred when the College closed.

When the school reopened in the fall of 1924 only one former member of the class of 1924 registered. She was joined by three students from Eastern Mennonite School, two from Hesston College, and one from Canada. The presence of these students from the more conservative sections of the church was an indication that the new administration had the confidence of the conservative leaders. Three of the women and two of the men in the senior class conformed to the rigid dress requirements of the more conservative Mennonite conferences. The seven members of the senior class were members of the Mennonite Church. The eight members of the junior class were a more motley group but only one, Tillie Engman Stoll, was not a Mennonite. She transferred to another school at the end of the first semester. The nineteen members of the sophomore class formed a still more heterogeneous group. Only three had been members of the freshman class of ninety-four at Goshen College in 1922-23. Of the thirty-six members of the freshman class a large majority were Mennonites but only ten had come from outside of Indiana. Most of them had graduated from Indiana high schools. The remainder of the student body were registered in the Academy—seven seniors, eight juniors, three sophomores, and eleven freshmen. To these were added in January, thirty-three "Short Bible Term" students. Everything considered, the administration was not too unhappy about the enrollment, a total of one hundred forty-nine counting college, normal, academy, Bible, and a number of special students.²

Pleased as faculty members were with the enrollment, they were soon to learn that faculty members drawn from many backgrounds and students from various types of schools and congregations did not necessarily form a school. Since some of the faculty members were spending their first year in college teaching they needed to learn the techniques of teamwork. Only three had previous teaching experience at Goshen College; these latter were eager to retain the best of the school's traditions and to guard against certain tendencies which had brought suspicion on the College. Extracurricular activities needed reorganization and direction. The religious and the choral organizations, the college and academy classes, the six literary societies, the Student Library Board, the Student Lecture Board, the Tennis Association, the Athletic Association—for none of these were there officers, not even a membership list.

Reorganization for Extracurricular Activities

The first chapel service was held at eleven o'clock on registration day, September 14, the first devotional meeting the next day, and separate

get-acquainted socials for the men and the women in the evening after four o'clock. The first semester social following on the next evening showed that some of the activities of the Young People's Christian Association were already under way. The Christian Workers Band met on the first Sunday. President Yoder preached the morning sermon and the students rediscovered College Point in the afternoon. Before the end of the first week students were playing tennis and one evening Professor Lehman set up the Vesperian telescope so that students could view Mars. An early morning viewing of Venus followed soon after. The Tennis Association was reorganized on September 24. The Philharmonic Chorus met for the first time on September 25.

On Monday, September 22, the literary societies planned reorganization. Following chapel the campaign opened with a short program to stir up literary interest and enthusiasm. The same evening the college men and the college women met separately to arrange for organizing the four college societies. Former members of the various societies, living or teaching near Goshen, presented the history and traditions of the societies. Students who had registered in Goshen for the first time signified which society they would join. Some planning behind the scenes enabled the societies to begin with approximately the same number of members. The two former members of the Avon Society, Tillie Engman Stoll and Esther Smucker, initiated twelve new members. Vesperians led by Amanda Frey had fourteen. The Adelprians led by Ellis Zook had nineteen. Albert Hershberger, Waldo Stalter, and Stahley Weaver organized the Auroras with fifteen. Several former members of the societies living in the vicinity of Goshen who were not enrolled as students, were present at the organization meetings to orient the new members in the traditions and work of the society. The academy societies, Philomathean for women, and Ciceronian for men, organized with fourteen and ten members respectively. In addition to the Philharmonic Chorus of fifty-five voices the College organized the ladies' chorus and men's chorus with sixteen voices each, under the direction of Frank Blough. When the early arrival of cool weather interfered with tennis, students reorganized the Athletic Association in order to take up basketball. Public basketball games were held each week with the freshmen and sophomores and the Auroras and Adelprians usually the contestants. Several games were played between students and ex-students.

The debate schedule was seriously curtailed. It was impossible to arrange intercollegiate debates because schedules of the Intercollegiate Association of the state were arranged before the school opened in the

fall. In fact Goshen did not resume intercollegiate debating until 1931. The size of the junior and senior classes in 1924-25 made it impracticable to hold the usual junior-senior debate. The sophomore team, captained by Waldo Stalter, won the freshman-sophomore debate. A discussion meeting, a new feature for the Goshen campus, followed this event. In this meeting judges, coaches, and debaters engaged in a review of the debate for the purpose of improving debate techniques in the College.

Because of the small size of the senior class, the seniors were called upon to carry more than the normal burden of extracurricular activities. Joseph D. Graber, for instance, was editor of the *College Record*, president of his literary society, president of the Y.P.C.A., and a member of the music, athletic, and religious organizations on the campus. Nelson Litwiller was president of the Christian Workers Band, president of the senior class, editor-in-chief of the *Maple Leaf*, and assistant in physical education, besides being a member of the student council, and three of the leading religious organizations on the campus. The women of the class carried similar extracurricular burdens.

For faculty members also it was a busy year. There were classes and organizations to sponsor, debate teams to coach, an unfamiliar student body to guide into the formation of useful and enduring traditions, the best of the "old Goshen" to preserve. H. S. Bender was sponsor of the *Maple Leaf* and much interested in fostering the excellent debate traditions of the College. Dean Oyer was sponsor of the senior class, Silas Hertzler of the *College Record*. S. W. Witmer, serving as registrar, was interested in debating and in the *Alumni News-Letter*.

One of the major events of the year was the reorganization of the Mennonite Historical Society. The earlier organization had become moribund. Although reorganized in 1921 practically as a new society, the organization had little vitality and again went into a quiescent state. Its reorganization on October 14, 1924, under the guidance of H. S. Bender and Ernst H. Correll began an interesting and fruitful chapter in the history of Goshen College and its contribution to the study of Anabaptist-Mennonite history, life, and thought. Forty-five faculty members and students formed the charter membership. During its more than twenty-nine years the Society has annually given three or four programs and has brought to the campus many scholars and students of Mennonite history to share with the college community the results of their research. The small group of scholars who organized the Society and those who joined them later were instrumental also in beginning in 1927 the publication of *The Mennonite Quarterly Review* now widely recognized as one of the foremost church history periodicals in the

United States. During a period of experimentation the first three issues appeared in 1926 as a "Review Supplement" to the *Goshen College Record*. The Society also has published a series of monographs under the general title "Studies in Anabaptist and Mennonite History" and has helped to assemble one of the largest collections of Mennonite and Anabaptist books, manuscripts, photostats, pictures, and artifacts for the use of research scholars.³

Church and School Relations

When Sanford Yoder was elected president in 1923 some of the more conservative leaders in the Church both in Indiana and in the East expected him contrary to the general practice among the laity in the Middle West to conduct an ultra-conservative program at the College especially in the matter of dress regulations. Dean Oyer was not in favor of an extreme program. One new faculty member expected that he would be required to wear the prescribed collarless coat when he came to Goshen but Dean Oyer counseled against it. An aged bishop in the Indiana-Michigan Conference also discouraged the idea. In both Indiana and Ohio a number of congregations or parts of congregations with their ministers were disfellowshipped by their conference for failure to subscribe to conference regulations. Many of these disfellowshipped members had been among the strong supporters of the educational program of Goshen College. Although a few of them continued their support the loss of support of others was a severe financial loss to the College.

On the other hand a small conservative minority in Indiana and the East clamored for the enforcement of strict dress regulations. Their voice was heard through the Church periodicals and in the meetings of the Mennonite Board of Education as well as in other conferences and meetings. One eastern church leader criticized the Faculty Committee of the Board for approving men as "faculty members whose attitude or loyalty towards the distinctive principles of Mennonism was in question." Another complained that "the constitutional law of our Church from General Conference through district conferences and all our institutions is definitely conservative, which fact is used to keep the conservatives quiet, while the administration of general, district, and institutional government is strict where sentiment demands it, lax where there is opposition, and it is tolerant of rebellion." He proposed that "conservative sections and institutions should refuse fellowship and cooperation with any such as refuse the standard conservative regulations and restrictions of the General and District conferences."

After a lapse of twenty years it is possible to view these criticisms in the wrong light. One needs to remember that they were spoken by men who had a sincere desire to see the Mennonite Church grow and prosper. They observed with genuine alarm certain trends which appeared to them to have caused division and a disregard of Scriptural standards in some other denominations. They were convinced that uniformity in dress and discipline were necessary to preserve certain basic Christian principles.

As indicated in earlier chapters, some of the leaders of the Indiana-Michigan Conference, almost from the beginning of the Elkhart Institute, had been critical of many of the educational, religious, and cultural phases of the program of the school. Apparently, some of the strongest leaders in the Conference felt that certain aspects of the school program were threatening to break down the separation between the Mennonite Church and others and that some of the activities tended to lead young people away from the traditional simplicity of the Church.

President Yoder and His Faculty Attempt a Middle Course

Between the two groups, those who were willing to pay the price of separation from the Church for freedom from the strict observance of the rules of the district conference and those who insisted on an extremely strict observance of those regulations even at the cost of Christian fellowship, President Yoder and his colleagues attempted to guide the destiny of the school. Their first thought was to educate young people, to inspire them with abiding loyalty to Christ and the Church, and to instruct them by precept and example in the true meaning of Christian discipleship. A strong core, the main body of the Church in the Middle West both among the ministry and the laity, favored and supported President Yoder's middle course.

Assisting President Yoder in his efforts to build an educational institution that would merit the support of the progressive leaders of the Church and of the Church constituency was a faculty of consecrated men and women. They proved their consecration to their task by remaining loyally with the institution in spite of criticism, inadequate salaries, and such loss of prestige as comes from being associated with a smaller institution. From the small faculty already described as coming to the institution in 1924 President Yoder saw this group grow during the next sixteen years to a total of ten professors, three associate professors, four assistant professors, five instructors, and eleven part-time instructors. Of this number he and nine others had earned the doctor's degree. Three others had completed the course requirements for that

degree. A number of others had the equivalent of one or two years of graduate work beyond the master's degree.

Following the death of Noah Oyer in February 1931 Harold S. Bender (Th.D., Heidelberg, 1935) was elected acting dean of the College and dean of the Bible School. From the beginning of his service at Goshen College in 1924 his ability as a speaker and a writer, his mastery of the English language, his knowledge of German, his scholarship, his ability as a classroom lecturer, his faith in the purpose and ideals of Goshen College, and his devotion to the history and teachings of the Mennonite Church made him a leader in the religious, cultural, and educational work of the College. His teaching fields were history, sociology, Bible, and church history. In 1920-21 he had been part-time instructor in New Testament Greek at Goshen College. He served as chairman of the library committee from 1924 to 1954, sponsor of the *Maple Leaf*, 1924-45, and in the early years as one of the debate coaches. He was a close associate of Dean Noah Oyer and after his election as Oyer's successor was able to carry on in the same tradition the high ideals of Christian education and an aggressive program looking forward to making Goshen College more and more a worthy servant of the Mennonite Church. Like Orie O. Miller of the class of 1915, H. S. Bender was able to work with and for the leaders of the Mennonite General Conference. Although both were laymen their advice and literary ability were sought and used in the counsels and pronouncements of the Church. Bender had a large share in the exacting task of preparing Goshen College for admission to the North Central Association of Colleges and Secondary Schools. His energy, determination, and persistence as well as his careful study of requirements had much to do with reaching that coveted goal. Some time after electing him as dean of the College in 1931 the Administrative Committee transferred disciplinary problems formerly handled in the dean's office to the Committee on Rules and Discipline and created the office of dean of men. He served as dean of the College until the Goshen College Biblical Seminary was organized in 1944. At that time, given his choice of serving as dean of the College or as dean of the Seminary, he chose to serve as dean of the Goshen College Biblical Seminary.

From the standpoint of years of service the senior member of the Goshen College faculty is S. W. Witmer (Ph.D., Indiana University, 1935), professor of biology. He was assistant in German in 1913-14, received the A.B. degree at Goshen College in 1914 and the M.A. degree at the University of Wisconsin in 1915. In September of the same year he began his service at Goshen College as instructor of biological science.

He has set a high standard of scholarship in his department, has served as U.S. Weather Bureau observer, and has conducted extensive bird banding projects. In his hikes in the vicinity of Goshen he discovered new plants and his bird studies have been an inspiration to many students. He was elected registrar in 1922 and carried the duties of that office in connection with his teaching assignments until 1929. He also served for a number of years as debate coach and judge. He, with Glen R. Miller and Paul Bender (1932-), deserves much of the credit for the success of Goshen College in preparing men for the medical and dental professions. Since his election as instructor in botany in 1915 more than one hundred fifteen Goshen College young men and women have been admitted to medical and dental schools. More than one hundred ten of these have been admitted since the school reopened in the fall of 1924.

Silas Hertzler, another of the instructors whose service continued with the reopening of the College in 1924, has served the institution ably in various capacities. Although he began his service as instructor in Bible he early transferred his interest to the field of education. He has served for twenty-three years as "director of teacher training." He had much to do with the program that led to the accreditation of Goshen graduates as teachers in Indiana and in other states and he organized the Placement Service. He served as director of the summer session for fifteen years and as registrar for the period 1929-36. Granted the Ph.D. degree by Yale University in 1927, he was the first member of the present faculty to receive that degree.

Guy F. Hershberger (Ph.D., S.U.I., 1935) came to Goshen College as instructor in history in the fall of 1925. A 1923 graduate of Hesston College, he had been an instructor in history at that institution during the year 1923-24. After he consented to teach in Goshen College, he spent the year 1924-25 in the State University of Iowa and completed the requirements for the M.A. degree at the end of that year. In the early years after coming to Goshen he was popular and successful as a coach of debate. In 1931 when H. S. Bender was elected acting dean of the College, Hershberger was elected dean of men. He also served as secretary of the College from 1927 to 1931. In addition to superior work in the classroom he has rendered outstanding service on the campus and in the church-wide counsels of the Church in the field of peace and nonresistance, sociology, and history. One of the co-founders and associate editors of *The Mennonite Quarterly Review* he has written extensively in the field of Mennonite life and culture. Mennonite General Conference has found his services valuable in several areas. He

is a director of Mennonite Mutual Aid, Inc., and executive secretary of the Committee on Economic and Social Relations of the Mennonite Church. He was a founder and director of *The Mennonite Community*, a magazine devoted to Mennonite rural life. As a writer and research worker his services have been valuable to the College and to the Church. In 1953 he was chosen to deliver the Conrad Grebel lectures.

Glen R. Miller (Ph.D., S.U.I., 1930), professor of chemistry, who joined the Goshen College faculty in 1925 as professor of the physical sciences, deserves a large share of the credit for the excellent showing of the science department in placing young men and women in dental and medical schools. In addition to being a superior instructor in his field Miller has exerted a wholesome influence in many other areas. He is a student of and lecturer on the effects of alcohol and tobacco, an air pilot, and sponsor of class and club activities. He also has been active in promoting intramural athletics, serving as a member of the faculty athletic committee since 1925 and chairman from 1930 to 1948. He is a Hesston College graduate and held the degree of Master of Science from the State University of Iowa when he came to Goshen in 1925.

Olive G. Wyse has been connected with the institution since its reopening in 1924. Transferring from Iowa Wesleyan she entered Goshen College as a junior in the fall of 1924, receiving the B.A. degree in the spring of 1926. Although she was listed in the catalog as instructor in the Goshen College Academy, she actually was instructor in physical education in the College even before her graduation in 1926. She also served on the faculty athletic committee for a number of years. She received the degree Master of Science from the State University of Iowa in 1933 and returned to Goshen the next year as instructor in home economics. She has contributed to the training of many nurses, teachers, and homemakers. As chairman of the social committee of the faculty, she has done her share in planning faculty social events. In 1946 Teachers College at Columbia University awarded her the degree, Doctor of Education (Ed.D.). She is the first woman in the Mennonite Church to hold that degree.

Another faculty member connected with the institution almost from the time of its reopening in 1924 is Willard Harvey Smith (Ph.D., I.U., 1939). He entered Goshen College in the fall of 1926 as a junior and was graduated with the B.A. degree in 1928. He attended the University of Michigan as a graduate student in the summer of 1928 and during the year 1928-29, receiving the M.A. degree in 1929 and returning to Goshen College as instructor in history and political science in the fall of the same year. He also served as dean of men from 1932 to 1935. His

doctoral dissertation formed the basis for a book: *Schuyler Colfax: The Fortunes of a Political Idol*, printed in 1952 by the Indiana Historical Bureau. As chairman of the Lecture-Music Committee Professor Smith's sense of literary and cultural values has enabled him to make an outstanding contribution to the life of the College. His committee has brought to the campus some of the best artists, lecturers, choral groups, and symphony orchestras such as Roland Hayes, Marian Anderson, the Robert Shaw Chorale, St. Olaf's Choir, Westminster Choir, Budapest String Quartet, Cleveland Orchestra, Norman Thomas, Congressman Walter Judd, Dr. Kurt von Schussnig, Carl Sandburg, and many others.

Guiding Principles of the Administration

Attempting to carry on an educational program that would be of the highest service to the Church and her young people, President Yoder and his faculty were faced with a number of serious problems: to reorganize and establish a Mennonite College true to the historic faith of the Swiss Brethren; to satisfy the demands and expectations of the various areas and cultural backgrounds of the constituency; to secure the necessary funds to maintain a standard program; to meet the exacting requirements of state and regional accrediting agencies; to provide the extracurricular activities necessary to a fully rounded religious, cultural, educational, and health program for the students; and most important of all, to maintain a strong Christ-centered program that would meet the needs of the students in preparing them for service in the Church and in the community and for a satisfying religious experience in their own lives.

Accordingly two major considerations guided the policies of Goshen College during President Yoder's administration: first, to build a strong Mennonite College where young Mennonites might be indoctrinated and strengthened in the historic faith of their fathers and where non-Mennonites of good moral character who felt drawn to this institution would receive spiritual nurture; second, to build a strong liberal arts college and Bible school that would fit young people to render acceptable service to their age and generation especially in and through the Church.

To carry out the first of these objectives President Yoder and the members of the faculty were interested in building up a strong Mennonite congregation at the College, in supporting strong religious organizations on the campus, in promoting various types of inspirational meetings both for the students and the constituency, and in building a high grade Mennonite Bible School. Faculty members were expected, when called upon, to serve the Church through accepting speaking

engagements, serving on boards and committees, and helping generally in the promotional work of the Church. The second objective—to build a strong liberal arts college—included the goal of admission to the North Central Association of Colleges and Secondary Schools.

Aspects of the Religious Program

Although not organically a part of Goshen College, the College congregation has been a vital force in the religious life and training of the Goshen College student. When Goshen College reopened in the fall of 1924, the congregation was small. Some members had transferred to the Eighth Street Mennonite Church when I. R. Detweiler left, others when the College closed in 1923. All remaining members of the congregation were required to sign a paper stating that they were in full fellowship with the Indiana-Michigan Conference. This many members refused to do because they already were members of the congregation. When the majority did not sign, the bishop considered that they had withdrawn. They, on their part, felt that they had been eliminated and united with the Eighth Street Mennonite Church. Under these circumstances conditions in the College congregation, when school opened in the fall of 1924, were not too happy. The new pastor, Noah Oyer, set about to heal the wounds and to foster a deeply religious spirit in the congregation. In his work in the pulpit he had few equals. Some of the older members still recall the depth and power of his expository sermons. But during those early years there were many discouraging features. The primary, junior, and teen-age classes in Sunday school were pitifully small. A few members of the former congregation continued to attend services at the College but most of them finally slipped away one by one.

Each year the faculty and students of the College cooperated with the congregation in a series of evangelistic meetings. These annual services continued to be well supported by the students. Called in to conduct the meetings in the early years were, among others, Allen Erb, S. E. Allgyer, S. M. Kanagy, J. D. Mininger, and A. C. Good. In the first year the meetings were held during the Winter Bible Term immediately after Christmas vacation, later, nearer the beginning of the first semester to give an impetus to the religious spirit of the College and the congregation early in the school year.

The Winter Bible Term served several useful purposes in the religious program of the College. It gave opportunity for Bible study to young people who were employed during the busy season of the year or who were not fully prepared to take up the work of the College or the

Academy. It also brought to the campus strong religious leaders as special short term teachers. During President Yoder's administration the Winter Bible Term usually began immediately after Christmas vacation and continued for six weeks. In 1934 to attract a larger number of students and to serve a greater variety of interests the College offered a Bible term continuing from January 2 to February 14; a two-week study course for ministers from February 3 to 14; ministers week, February 11 to 14; a Sunday School Workers Institute, February 13 to 15; and the Christian Life Conference, February 14 to 16.

In the early 1930's during the depression years Winter Bible Term enrollment decreased in line with enrollment in other departments of the College. But from 1935 on there was a sharp increase every year, until in 1940 it reached one hundred three. That year the term closed with commencement exercises for a group of graduates. Thirteen students received a diploma for completing the regular three-year course and ten a certificate for completing the Elementary Teacher Training Course given in cooperation with the Commission for Christian Education of Mennonite General Conference. For a number of years during this period Bishop D. A. Yoder served as principal. I. E. Burkhart as secretary did the promotional work. The Winter Bible Term has furnished new inspiration for Bible study and Christian work to many young people. Some who doubted their ability to do college work received their first burst of self-confidence in attending Winter Bible School. Several such persons later returned to continue a college course.

In 1927 the administration planned carefully for a Christian Life Conference at the end of the Winter Bible Term. Dean Oyer was much interested in this conference and insisted on placing young people on the program. From the first year this conference proved to be one of the most helpful inspirational meetings of the entire year. In 1927 Assembly Hall was filled at every session. Young people and ministers from Ohio, Pennsylvania, Illinois, Michigan, and Iowa were present at this first Christian Life Conference. Interest was great and spiritual possibilities of this type of meeting evident. This meeting and others in subsequent years had much to do in building up confidence of the local constituency in the religious program of the College. In 1939 attendance of between twelve and fourteen hundred people made a loud-speaker arrangement necessary to accommodate listeners seated in a number of recitation rooms. A. J. Metzler, C. F. Derstine, I. W. Royer, and Paul Erb were frequent speakers at Christian Life Conferences before 1940.

Another meeting promoted by Noah Oyer and held on the campus

for a number of years was the Young People's Institute following favorable action on the program by the bishops of the Indiana-Michigan Conference. Ernest E. Miller then on furlough from India was director of the first institute held at Goshen in August 1926 with one hundred twenty-eight students enrolled. Dean Oyer looked forward to securing Miller as a member of the college faculty. The program of the Institute included courses of study, discussion forums, a devotional hour, and inspirational addresses touching on various phases of Christian life and work especially for young people. The *Sword and Trumpet* opposed this movement originating in the West because it was promoted by leaders who, they insisted, "have not well succeeded in holding to conservative standards." In 1933 young people's institutes were held at Hesston and Scottsdale.

The College served as host to a number of state and church-wide meetings. In February 1935, a Peace Conference sponsored by the Peace Problems Committee of the Mennonite General Conference was held to awaken interest in the Gospel position on peace and nonresistance. On Sunday morning the subject, "What It Means to Be a Nonresistant Christian," was discussed in fourteen Mennonite churches in Elkhart and adjoining counties. In April 1939 the Committee again sponsored a conference on "Applied Nonresistance."

The College made two other types of contacts with the congregations of the Mennonite constituency—through visits by Gospel teams and through the Chorus tours. Gospel team tours were planned by the Executive Committee of the Young People's Christian Association in cooperation with the administration of the College. In some years a number of teams made extended tours. The groups usually met with a warm reception and received many expressions of appreciation for the type of service that they rendered in song and the spoken word. The College has attempted to render service to its constituency through a cappella singing. For many years the A Cappella Chorus made tours, east as far as Philadelphia or west as far as Nebraska.

During the last few years of President Yoder's administration the Y in cooperation with the College administration organized a Summer Bible School Bureau in response to requests for students to assist in summer Bible schools in congregations in the Middle West. The College set up the bureau with a view of assisting churches in finding workers and also of determining approximately how many young people would be willing to give some time to summer Bible school work. The services of these trained young people have been highly appreciated in many communities. Before being given an assignment on a summer Bible

school unit they sometimes received instruction in the use of the new Bible school materials printed by the Mennonite Publishing House.

From the early years of Goshen College, even of the Elkhart Institute, daily religious exercises in charge of the faculty have been a vital part of the religious life of the institution. Attendance at the chapel service always has been compulsory. Song, worship, prayer, and an inspirational or informative address have uniformly been a part of the exercise. Chapel attendance has brought a cherished Christian experience to many a faculty member and student. Also of vital importance is the weekly Thursday devotional meeting conducted by the students during the regular chapel period since 1935. For the first thirty-five years this meeting had been held on Thursday evening at four. The final devotional meeting of the Y held during commencement prior to the final chapel service has been one of the most inspiring meetings of the year. Testimonies of returning alumni, of seniors and others have given abundant evidence of the strength and power and beauty of the devotional life on the Goshen College campus.

The Bible School has exerted a powerful influence in the religious life of the institution not only in teaching the Bible but in attracting to the campus those whose primary interest was study of the Bible or Biblical scholarship. The Bible School faculty in 1924-25 was President Sanford C. Yoder and Noah Oyer, who was serving as dean both of the College and the Bible School. In 1928 in order to make certain that every student would receive some knowledge of the Bible and of the Christian faith the faculty decided to require six hours of Bible for graduation after 1929. In the year 1933-34 the Bible School offered a one-year graduate course in Bible and theological study equivalent to the first year of the regular theological seminary course with free tuition. In this year the Bible School offered a college major in Bible, a bachelor of theology course, a graduate Bible course equivalent to the first year of the regular theological seminary course, a two-year Christian Workers course, and a standard teacher training course of one year for Sunday school teachers. The first Th.B. graduates—two men and two women—received their degrees in 1934. Irvin E. Burkhart, M.A. (University of Pittsburgh, 1929), Th.M. (Southern Baptist Theological Seminary, 1929), former head of the Bible Department at Hesston, came to Goshen as visiting professor in Bible from Hesston in 1934. Paul Mininger, M.A., B.D. (now also Ph.D.), was added to the Bible School faculty in 1937 as instructor in Christian education and regular correspondence and extension work. Beginning in 1937 the faculty arranged for a week-end series of talks on religious topics in the early fall to strengthen the

spiritual life on the campus at the beginning of the school year and to serve as a preparation for the series of evangelistic meetings to be held a number of weeks later.

The objectives of the Goshen College Bible School through the years have been, (1) to increase Bible knowledge by means of thorough courses, (2) to train students to study the Bible after leaving school, (3) to build Christian experience, (4) to teach loyalty to the doctrines of Christ and the Church, (5) to increase usefulness in the service of the Church, (6) to encourage unity among the believers, and (7) to encourage the fellowship of Christian young people. During 1937-38 the number of students taking the full Bible course was larger than any time previous and in the spring of 1938 the College conferred the Th.B. degree on nine students.⁴

At various times the faculty has made a serious study of the quality and effectiveness of the religious program of Goshen College. In 1939 after some of the more strenuous work of the North Central Association Study Commission had been completed in anticipation of applying for membership in the N.C.A., the faculty made its major undertaking for the year a religious survey of the students and alumni of Goshen College. The purpose of the survey was to evaluate the work of the College and to formulate such recommendations as would strengthen the religious program. The survey gave the faculty concrete materials on which to base certain improvements in the effort to meet the religious needs of students. One afternoon in the fall of 1940 the Religious Life Committee of the faculty arranged a student forum discussion on "The Religious Activities on the College Campus" with eleven students participating. The value of these activities was revealed in the testimonies of students during the discussion. Some who had come to Goshen College with no interest in religious activities were influenced to forsake certain questionable practices they had previously enjoyed, for the more enduring pleasures of the Christian life. Several testified that they had never attended a prayer meeting until they came to college and attended the weekly prayer meetings in the dormitories.

College Finances

Finance, especially endowment, was one of the major concerns of President Yoder's administration from the beginning. Annual solicitation for current expenses had proved unsatisfactory. State boards and accrediting agencies insisted on more secure financial support if the work of Goshen College was to be permanently accredited. In December 1926 the Executive Committee of the Mennonite Board of Education ap-

pointed O. O. Miller, Aaron Loucks, S. F. Coffman, H. S. Bender, S. M. King, Edward Martin, and Paul Erb as an endowment study committee to make a thorough study of the question. At the annual meeting of the Mennonite Board of Education at the Clinton Frame Church in June 1927 the Board made plans to raise endowment for its colleges, Goshen and Hesston. The ultimate aim of the campaign was to raise five hundred thousand dollars for Goshen and two hundred thousand dollars for the junior college and academy at Hesston. For the first three years of the campaign the Board set a goal of two hundred thousand dollars, one hundred fifty thousand for Goshen and sixty thousand for Hesston. C. L. Graber, who served as business manager for Goshen College during the first three years after the 1924 reorganization, was elected "endowment program director." A special committee planning for the campaign decided to set up a Young People's Section in each congregation. Enrollment in the Y.P.S. was to be conditional on the payment of an annual sum of five dollars for three years. Members of the Young People's Section could contribute either to Hesston or Goshen.

But the endowment campaign suffered severe handicaps from the beginning. In the first place, the College had lost prestige and many of its friends on account of closing its doors in 1923. The loss of members in the Northern Indiana Mennonite congregations to the Central Illinois Conference and to the General Conference of Mennonites of North America also was a serious blow to the College. A representative of Bluffton College visited these congregations in the interests of the N. E. Byers Chair of Philosophy. The Nappanee congregation (First church, General Conference) subscribed three thousand dollars for that cause and a friend in Topeka gave an annuity gift of twelve thousand dollars for the same purpose.

But the endowment program was to suffer from another quarter. Two weeks after C. L. Graber had announced the "Young People's Section" in the *Gospel Herald*, another article in the same paper on October 27, 1927, entitled, "Endowments for Church Schools," and written by an influential church leader in the East questioned the wisdom of providing such funds. Among other things he wrote, "The advocates of the New Theology, Modernism, or any other unsound, unscriptural doctrine should be barred absolutely from having any benefit of proceeds of such endowments as are raised by the Church." Such statements carried weight among those who were inclined to transfer their suspicions of the "Old Goshen" to the new administration.

In spite of these adverse circumstances, however, C. L. Graber reported loyal support of the endowment program when he returned from

an extended trip to North Dakota and the Canadian Northwest. Later he visited Oklahoma, Kansas, and the East. By May 1, 1928, about twenty thousand dollars had been secured in cash and pledges. A little later an illness, necessitating his hospitalization at Elkhart, delayed the program for a few weeks. A publicity committee was appointed to supervise campaign publicity and to issue an endowment bulletin at intervals. The committee planned an extensive person-to-person campaign among the members of the Mennonite Church. The order for special group solicitation was to be young people, sewing circles, local school communities, and the alumni associations. A year later the endowment director reported that total gifts were approaching the one hundred thousand dollar mark. The campaign was to continue for another year. Of the amount on hand in June approximately three-fourths or seventy-five thousand dollars was for Goshen College. The endowment campaign continued for the three-year period with moderate success. When the depression broke in 1929-30 plans for raising further endowment collapsed.

In an important article in the *Gospel Herald*, August 2, 1928, "Financial Standards of Our Schools," Orie O. Miller, financial agent of the Board, proposed a conservative financial program for the educational work of the Mennonite Church. Faculty members were to be paid a subsistence wage. A few of the general policies adopted by the Board included (1) no more deficits—pay-as-we-go, (2) the Board hold in trust for its institutions all endowment and annuity money, (3) the Board plan an enlarged financial committee. At the beginning of each school year each college was required to submit a detailed budget for the year's expenses and estimated income to be reviewed, revised, and approved by the Finance Committee of the Mennonite Board of Education. This general program with necessary modifications continues to be the Board's financial policy. The years have demonstrated its wisdom.

The depression of 1929-33 brought on a near financial crisis in Goshen College. Between 1925 and 1928 enrollment had been rising steadily. The year 1928-29 had been a banner year with a large graduating class and a substantial student body of two hundred ninety-two. In 1929-30 the total enrollment was three hundred twenty-four. But in 1931 the enrollment dropped to three hundred thirteen and in 1932 to two hundred sixty-five. Contributions from the constituency for current expenses also fell off sharply. Since many of the students who did remain in school could not pay their bills, the College was forced to accept their notes. One student owed the College sixteen hundred dollars at the end of his four-year college course. Many others owed smaller amounts.

Faculty salaries were reduced, and even then could not be paid.⁵ Some faculty members accepted student notes as part payment on their salaries. Finally the student notes were placed in a so-called "faculty pool" and whenever students paid money on their notes it was prorated among the faculty members. The financial situation grew so critical that rumors circulated that the College must close for lack of funds to pay salaries. On January 23, 1933, the faculty prepared a lengthy petition and a series of recommendations to the Board regarding the finances of the College. On receiving the petition the Board renewed its efforts to place the finances of the institution on a solid basis and re-elected C. L. Graber business manager. Beginning in September 1933 his major task was to solicit funds for operation and endowment. By this time a large percentage of the constituency of Goshen College began to realize that to conduct a liberal arts college it was necessary for the institution to receive income in addition to student tuition. Only two other sources of income were open to colleges, (1) income from endowment and (2) cash donations.

During the early years of the 1930 depression period faculty members resorted to various devices to increase student enrollment and college income. The College had no organized program for student solicitation except in Eastern Ohio, Eastern Pennsylvania, and in Canada where Dean Bender spent some time in student solicitation in connection with Mennonite historical research. One faculty member furnished free transportation to quartets and other musical organizations of the College to nearby high schools in order to invite students to attend Goshen College and to acquaint them with courses given at the College. Many local people were surprised to learn that non-Mennonites would be accepted as students in the College. President Yoder and other faculty members extended credit to outstanding Mennonite high school graduates if they would attend Goshen College. One year one faculty member obligated himself to help four Ohio students to the amount of nearly seven hundred dollars. None of those who extended credit to students ever lost any money. In 1934-36, the Board recommended that the College extend less credit to students and expend more effort in student solicitation.

In 1933, in order to increase income by encouraging student enrollment, Goshen College conducted a "Branch" at the Elkhart Y.M.C.A. The work was planned in cooperation with the secretary of the Elkhart Y and the principal of the high school. Paul Bender, serving as director, and other faculty members commuted to Elkhart to teach the five courses offered. Fourteen students, ten men and four women, twelve full time, availed themselves of this opportunity. The next year when

the branch was discontinued at Elkhart several students continued their work at Goshen as sophomores.

As a means of increasing student attendance and to enable students to pay their bills, the faculty in February 1934 approved a proposition to establish a garment factory on the campus to provide employment for students by manufacturing work shirts and gloves. In September 1934 a complete factory was installed in the basement of Coffman Hall. The return of prosperity at the close of the depression put an end to the need for the factory. It was discontinued and the plant sold. During its operation it had enabled scores of deserving young people to continue their education. As a financial venture it was only moderately successful.

At the end of 1935, an overview of the finances of Goshen and Hesston Colleges revealed that the debt of the Board of Education had increased from fourteen thousand dollars to eighty-nine thousand dollars between June 10, 1925, and September 1, 1932. The annuity and endowment totals for the two schools were raised to over one hundred fifty-five thousand dollars by September 1, 1935.

At the annual meeting in February 1936 the Board instructed Goshen College to plan and execute a program to clear the accumulated deficit of fifty thousand dollars at Goshen during the next two years so as to release the earnings of the endowment fund for operating expenses of the College. The faculty recommended that the Board employ some one person to give his entire time to soliciting money for the College and to presenting the educational needs of the College to the Church. They suggested C. L. Graber to fill this position. Somewhat later, in an article in the *Gospel Herald*, President Yoder urged that a field worker for Goshen College should be appointed. In 1937 Irvin E. Burkhart, assistant professor of Bible, was elected field secretary and has rendered valuable service in that position to the present time.

In the summer of 1937, at a meeting of the various individuals working on the financial problem, C. L. Graber gave an encouraging report concerning the actual income of the College for the past twelve months. Seven thousand dollars had been raised for debt reduction, individual donors had paid twenty-seven hundred dollars for current expenses and this figure was expected to be raised to three thousand dollars by the payment of a large number of small pledges by September 1. The profit from the dormitories, dining hall, and bookstore would be ten thousand dollars and the endowment income a little over six thousand dollars. His report showed that as soon as the debt was liquidated so that income from endowment might be used for current expense instead of paying interest on the debt, the financial aspect of the Accreditation Plan would

be well under way. The next year (1938) the business manager's report showed that the hardest years were past. Donations to regular College operations increased from forty-seven hundred dollars in 1935-36 to twelve thousand five hundred dollars in 1937-38. During the same period profits from auxiliary departments rose from fifty-eight hundred dollars to eleven thousand three hundred dollars. The large increase in profits from auxiliary departments in 1937-38 was largely due to the increase in income from the dormitories which for the first time since their construction were almost filled with students. By the end of President Yoder's administration in 1940 both institutions under the Board and the Board itself operated without a deficit. This pay-as-you-go policy has come to be accepted as the regular procedure.

Teacher Training (now known as "Teacher Education")

From the beginning of President Yoder's administration, the College took for granted that many of the students would enter college with the intention of preparing to teach. When the school was reorganized in 1924 one of the faculty committees, the committee on recommendation, endeavored to locate vacancies and to bring together school officials and suitable teacher candidates whom the committee could recommend as qualified. No charges were made for these services. The College cooperated with the Indiana State Board of Education in arranging for the accreditation of the Department of Education of the College. In the beginning Dean Oyer placed the major emphasis on the preparation of high school teachers. Beginning in the second year, however, the College offered the first year of the rural school teachers course.

At the end of the first year (1925) students who had spent the first year in the College were granted certificates to teach in Iowa, Illinois, Indiana, Ohio, and Pennsylvania. One of the graduates from the college department was granted a certificate to teach in the high schools of Pennsylvania. In May 1926 Dean Oyer attended a meeting of representatives of the colleges of the State to study supervised teaching, then required by the State of Indiana for college graduates who desired a high school teachers license. Then, on July 11, the State Board placed Goshen on the list of accredited colleges granting a high school teachers license.⁶

At the end of the second year after the Indiana State Department refused further accreditation to Goshen in the elementary field, Dean Oyer decided that the College could best serve its constituency by confining its interest to the liberal arts courses to prepare students for graduate school and for high school teaching. Hence, the Indiana

elementary work was discontinued at Goshen with the beginning of the school year 1926-27. This change of policy did not affect students from surrounding states. Dean Oyer urged that all students from neighboring states who were interested in teaching in the elementary schools should write to him so that he could arrange to offer the prescribed courses. The next spring Dean Oyer visited the state departments of education both at Indianapolis and at Columbus, Ohio, and learned that the Indiana Board was well pleased with the work done in Goshen.

In November 1930 less than two months before Dean Oyer's death the faculty voted to present to the teacher training committee of the State Board of Education the curriculum required for training elementary teachers together with plans for additional faculty members and cooperation with the city elementary school system. Dean Oyer had asked Mary Royer to prepare as instructor in elementary education. She attended George Peabody College for Teachers during the year following her graduation in 1930 and was granted the M.A. at that school in June 1931. Because of the depression and failure of Goshen College to secure accreditation for teacher education in Indiana she accepted a position in the Orrville, Ohio, public schools where she taught for two years before returning to Goshen in the fall of 1933 as dean of women and instructor in education. In 1931 the College organized a teacher placement service with Silas Hertzler in charge. At the end of the summer Hertzler was appointed "director of teacher training." In 1932, to accommodate students from other states the faculty adopted a recommendation providing for a two-year normal course for which the student was to receive a diploma. The faculty also voted to confer the four-year degree, Bachelor of Science in Education, without the foreign language requirement.

The College continued the drive toward meeting the mounting requirements of the elementary teacher training program in Indiana. Early in 1933 Silas Hertzler conferred with certain Indiana educators to work out details for such a program at Goshen College. A little earlier he attended a state conference on student practice teaching. At that time plans were completed with the State Department of Public Instruction permitting the College to offer the first year of the Indiana elementary teacher training course. The announcement of this step toward accreditation led fifteen or more students to register for the spring term of the teacher training course in 1933. In cooperation with the state authorities, Silas Hertzler worked out a four-year elementary teacher training course and the faculty authorized application for accreditation. Again the application was rejected by the State Board

of Education on account of their regulation not to increase the accreditation of a college or a normal school until it met the standards for membership in a regional or national accrediting organization.

Before the end of the summer the administrative committee decided to follow through more energetically with Goshen's application for two-year elementary and four-year elementary normal training and directed President Yoder, Dean Bender, and Professor Hertzler to meet with the state officials. The State Board acted favorably on the two-year elementary teacher training program, but too late to affect the enrollment for the year 1934-35. Thus, for the first time since 1927, the year that the two-year program was put into effect, Goshen College enjoyed Indiana State accreditation in the elementary field. The catalog for 1935-36 could announce that Goshen College was accredited for the training of Indiana teachers and authorized by the State Board of Education to recommend its graduates for licenses, without examination, for teaching in the elementary school and the junior high school, as well as the senior high school. It would still be possible to secure a license in Indiana after two years training following high school graduation but the State Department of Public Instruction was beginning to advocate a four-year curriculum for elementary teacher training. When the Indiana State Board of Education in April 1937 adopted a pattern outlined for a four-year elementary teacher education curriculum, the college faculty voted to adapt the state three-term outline to the semester plan of Goshen College and to present it to the State Board for its approval at the May meeting. Before the first students to enter this program graduated, the College was granted full accreditation by virtue of being admitted to the N.C.A. in 1941. In 1938 the College was able to announce that it was prepared to offer the new curriculum required in a number of states served by the College.

Strengthening the Educational Program

After the reopening of the College in 1924-25 the faculty became aware of the necessity for a supervised program of recreation and physical education. At the beginning of the second year they adopted regulations requiring each student to undergo a physical examination by a competent physician early in the year, to spend a certain time in exercise each week, and to report each week on the nature and amount of exercise. All women students unless excused by the dean were required to enroll in physical education classes. Two years later the athletic committee under the chairmanship of H. S. Bender recommended that all college students in the freshman and sophomore years be required to take

two hours per week of physical education throughout the year in separate classes for men and women. This requirement adopted by the faculty continues in force.

In 1928 after Dean Oyer had outlined certain educational standards, the faculty authorized the president, the dean, and the registrar to set up these standards for the College. Their recommendations, in reality a simplification of the requirements for admission into the North Central Association, presented certain practical, attainable goals and covered four points: curriculum, faculty, size of classes, and equipment. Dean Oyer felt that it should be possible for the College eventually to meet all of the N.C.A. standards except possibly the raising of a five hundred thousand dollar endowment fund.

After Dean Oyer's death efforts to meet these standards with a view to ultimate application for membership in the North Central Association were promoted with vigor by Dean Bender. Steps in that direction had already been taken in 1927 when the faculty required sophomores to elect a major subject and prescribed that for graduation students must complete at least forty-eight hours in courses rated as junior-senior courses and suffer penalties for taking freshman courses in the junior and senior years.⁷ Somewhat later a qualitative requirement in English, a "proficiency examination," was made a prerequisite for graduation.

The faculty continued to study the religious, educational, and financial program of the College. Always there loomed the apparent impossibility of raising the five hundred thousand dollar endowment. Then from an entirely unexpected quarter came renewed hope for accreditation. The depression forced the North Central Association to revise its requirements for admission and for maintaining membership in the Association. When the depression reduced the income from endowment and other invested funds and even some of the more highly endowed universities and colleges were in distress, the North Central Association revised the requirements for admission and no longer set up absolute standards, such, for instance, as requiring five hundred thousand dollars in invested endowment.

Encouraged by this change of policy the Administrative Committee through President Yoder recommended that the College make a study of its program with a view of ultimately being recognized by the Association. After the faculty adopted this recommendation President Yoder recommended the appointment of the following committee as a Survey Commission: S. C. Yoder, H. S. Bender, C. L. Graber, Silas Hertzler, O. O. Miller, Edward Yoder, and Paul Bender. The Survey Commission organized by choosing H. S. Bender chairman and Edward Yoder secre-

tary, and decided to carry on the work of the survey through subcommittees with a member of the general commission serving as chairman of each subcommittee.

Before the annual meeting of the Mennonite Board of Education in February 1935, studies of the Survey Commission regarding the requirements for membership in the N.C.A. had convinced the faculty that membership in the Association was possible. Accordingly, the following recommendations were presented to the Board, "that the Mennonite Board of Education approve in principle the policy of having our schools accredited as soon as possible," and "that the Board grant the request of the Administration of Goshen College . . . to make application for accreditation in the North Central Association, as soon as in their judgment the institution is able to meet the requirements for accreditation." The Board, after determining that membership in the N.C.A. had to do solely with educational efficiency and that nothing in the statement of policy of the N.C.A. would require Mennonite schools to violate any principles of Scripture or any standards of the Church, adopted the recommendation on February 14, 1935.

From time to time as subcommittees of the Commission completed phases of their study, the faculty made changes in the instructional pattern of the College. In line with the decision to set qualitative as well as quantitative requirements for graduation, the faculty voted in February 1935 to require all candidates for the B.A. and Th.B. degrees to demonstrate proficiency in the use of a foreign language. The languages normally acceptable are Spanish, German, French, Greek, and Latin. The degree of proficiency required for the degree was that normally attained by good students upon the completion of twelve to fifteen semester hours of language in college. In February 1936 the faculty adopted a new freshman curriculum providing for general education courses in the various divisions. When the faculty introduced these courses, Goshen was among the first eight or nine colleges in this area to provide courses in the freshman and sophomore years covering certain fields of knowledge rather than the limited narrow-field courses in vogue up to that time. Early in 1936, the Library Survey Committee submitted a brief report of its findings and reported on plans for the construction of a library building. A little later after the subcommittee on Induction and Personnel Service had given its report, the faculty agreed that the Administration should make immediate plans for improving personnel services for the coming year.

By November 1936 the Survey Commission had determined a number of requirements for admission into the N.C.A. which Goshen would

need to meet: (a) liquidate the major portion of the present debt of fifty thousand dollars, (b) establish and maintain an income from non-tuition sources of at least twenty-five thousand dollars, (c) improve library service, (d) provide a substantial increase in library holdings and probably in facilities, (e) expand the faculty and administrative staff of the College and improve the organization, (f) increase the present schedule of faculty salary payments, (g) organize personnel services, and (h) make adequate provision for student health services. An attempt was being made to raise fifty thousand dollars for a library building through large gifts. The appropriations for library operations, doubled in the past two years, were to be still further increased. Studies of the Survey Commission from 1934-36 disclosed that the College subscribed regularly to only seventy-five or eighty English magazines. According to N.C.A. standards the number should have been about one hundred sixty-five. The library committee accordingly proposed to (a) increase the number of periodicals, (b) make a study of the proportion of the budget to be used for this purpose, (c) recommend a budget of fifteen hundred dollars for the library for next year, (d) ask members of the faculty to submit recommendations for a new periodical list, and (e) use the new periodical list as a permanent list after September 1, 1937. Since 1933 the faculty had been increased by three new members. Three more were to be added in the next three years. The administrative staff had been increased. The Board revised the salary schedule upward.

By the end of the first two years after the organization of the Survey Commission, the impartial self-searching by the Commission and its subcommittees under the guidance and leadership of Dean Bender had resulted in a number of improvements. These improvements, especially in the matter of faculty training, had not taken place without "sweat and tears." Underpaid faculty members, some of them laboring under debt incurred in previous training or in trying to pay for a home, did not always respond sweetly to the firm insistence of the dean for further training and degrees to insure admission into the North Central Association. As a result of his planning and the cooperation of the faculty, Goshen's rank in proportion of faculty members holding the doctor's degree was equal to ninety-three per cent of the colleges and universities in the North Central Association at the time that the College finally made application for admission.⁸

Finances gave the administration considerable trouble but C. L. Graber, business manager, and his assistants conducted an active campaign in this area. Graber hoped to secure the necessary annual twenty-

five thousand dollars for Goshen College membership in the North Central Association by vigorous prosecution of a four-point program: (a) careful economy in the administration of the non-educational operations of the College; (b) freewill offerings from the church constituency, that is, the Mennonite congregations in the Middle West; (c) contributions from the growing list of friends who annually paid substantial amounts to the College for current operating expenses; and (d) annual gifts from alumni.⁹

Late in 1937, Dean Bender presented for discussion in the faculty meeting a proposal for "The Integration of the Curriculum into Unities Higher than Departments." Before the catalog for the next year was printed, the faculty decided on a divisional reorganization of the curriculum and agreed on the following designations for the divisions: I, "Language, Literature and Fine Arts"; II, "The Social Sciences"; III, "The Natural Sciences"; IV, "Bible and Philosophy"; and V, "Teacher Education." The concept on which this reorganization was based was that Goshen College was interested in general education rather than in specialization. Necessary elements of the reorganized curriculum were the divisional survey courses in the freshman and sophomore years—a development in which Goshen College has played a leading role among colleges in the Midwest.

The administration of the College, encouraged by a forward-looking faculty and excellent response to the financial program by alumni and other areas of the constituency, prepared to apply for membership in the North Central Association during 1940. By January 1939, as the result of the careful and thorough survey conducted over a period of several years by the Faculty Survey Commission, Dean Bender was able to state, "Progress to date in reorganization and strengthening of the program of the College as well as in the improvement of its financial position has given us a sound basis for judgment as to whether we can . . . secure accreditation soon." . . . He believed that the College could be admitted to the N.C.A. at the March 1941 meeting provided at least five thousand dollars could be added to the present annual college operating budget to achieve the final goals that Goshen College must reach before applying for accreditation. This additional five thousand dollar annual income would be applied as follows: library two thousand dollars, improvement of administration two thousand dollars, health service one thousand dollars.

Late in 1939 Dean Bender reported to the faculty that the first step had been taken in applying for membership in the North Central Association of Colleges and Secondary Schools. Preliminary application

for admission to the North Central Association was signed by H. S. Bender as dean on December 26, 1939. On a number of items the College ranked about average. Dean Bender felt that since the new standards for accreditation by the N.C.A. which had been in use for several years evaluated an institution in terms of a total pattern rather than on a series of crucial items and since on several important points the rank of the College was quite high, it should be possible before long to meet the conditions of membership. The closing pages of this epic—the final application, the visit of the examiners, and the admission of Goshen College to the North Central Association—are among the opening themes of the next chapter of this history.

The College had received encouragement from an unexpected quarter in 1937 by being elected to membership in the Association of American Colleges. Admission to the Association was based on the excellent record of graduates entering graduate and professional schools. Although membership in the Association of American Colleges was not related to admission to membership in the North Central Association it was an encouraging bit of evidence that the work of Goshen College graduates was being recognized by leading universities and professional schools.

Building Program: (1) The Library

One of the weaknesses of the Goshen College program, the limited number of books in the library, had been revealed graphically by the studies of the Survey Commission. But from the beginning of the reorganization in 1924 President Sanford C. Yoder and H. S. Bender, director of the library, had been conscious of these shortcomings. When the school reopened in the fall of 1924 the library contained only seventy-two hundred volumes. In an article written jointly by S. C. Yoder and H. S. Bender for the October 30, 1924, issue of the *Gospel Herald* they made a strong appeal for "money to replace with good sound books the hundred or more volumes displaced in the Biblical and theological sections in the last years."

When the College reopened in 1924 the library and reading room were located in the Administration Building in what is now the College Business Office, the Registrar's Office, and the Personnel Office. By 1932 enough books had been added so that there was no longer room for them in their original quarters. The stacks were removed from the first floor of the Administration Building to the basement of the building in what was formerly the gymnasium (now Adelpian Hall) and a stairway installed to this area from the reading room.

By 1937 the Library Committee was ready to make certain recommendations regarding a new library building: the location, architect's plans; contractor, Ira Mast of Elkhart; and the probable cost, forty-five to fifty thousand dollars. In September 1937 the Executive Committee of the Mennonite Board of Education recommended that the administration of Goshen College be authorized to investigate plans and costs for a library building to be presented at the annual meeting, and set aside seventy-five dollars for this purpose. In October 1937 President Yoder reported to the faculty that an alumnus had promised to give a substantial portion of the money needed for the library and that from various estates and special gifts from family groups an additional ten thousand dollars was available. In addition to the library holdings the fireproof building was to house the Mennonite Historical Library, the largest, most complete American collection of books, documents, and historical records on Mennonite history. The plan included provision for the installation of equipment and facilities adequate to constitute a complete research center in Mennonite history, doctrine, and life. The building also was to contain the official archives of a number of church-wide organizations—Archives of the Mennonite Church. The Historical Committee of the Mennonite Church raised \$4,000 for this portion of the building.

In the presence of students, faculty, and friends, on September 13, 1939, President Yoder presided at the groundbreaking ceremony and lifted the first shovelful of soil on the site of the Memorial Library building. The building was dedicated with appropriate ceremonies during the 1940 commencement season.¹⁰ Thus in 1940 came the fulfillment of a dream President Yoder and H. S. Bender had dreamed from the early days of the reopening of the school in 1924.

(2) Dormitories and Other Improvements

President Yoder's administration witnessed the completion of six other building projects: remodeling the gymnasium, remodeling the heating plant, building John S. Coffman Hall, dormitory for men, completed in 1929; enlarging Kulp Hall, dormitory for women, remodeled in 1930; remodeling of the Shoup house south of the library to become South Cottage, and building the infirmary or Health Center in 1939.

Early in President Yoder's administration the faculty had sensed the need for more adequate recreational facilities and a College lounge. These latter needs had to be met with limited equipment and temporary quarters until on account of growing needs and enlarged vision they were met nearly twenty-five years later with the building of the College

Union. But, as usual, the faculty gave serious attention to the problem.¹¹ The Faculty Athletic Committee spent five hundred dollars on improvements in the old gymnasium providing a more adequate heating system, insulating the building to aid in conserving heat, and installing shower baths and dressing rooms. Much of the work was done by members of the Athletic Association.

Another improvement (in May 1927) was the remodeling of the heating plant in the Administration Building. The old boilers had been serving for nearly a quarter century. These were replaced by new ones and a chimney built to improve the draft. This gave the College practically a new heating plant at a cost of over six thousand dollars but inefficient installation lowered the value of the improvement.

Growing national prosperity in the later 1920's and the increase in the student body emphasized the need for a new men's dormitory. The Mennonite Board of Education authorized the erection of this new dormitory at a cost of fifty thousand dollars. Construction was financed by the Mennonite Educational Finance Corporation, a nonprofit organization, incorporated in 1928 to finance buildings for Mennonite educational institutions on the amortization plan. Seventy men occupied the hall during the first year. For the first time in two decades of Goshen College history all resident men were housed under one roof. The furniture for the social room—the upholstered wicker davenport, rockers and arm chairs, a round table and writing desk—were the gift of Mrs. Barbara Coffman Bontrager of Elkhart (now Mrs. Dilman Gingerich of Freeport, Illinois), youngest daughter of John S. Coffman for whom the hall was named.

During the summer of 1929 North Hall, formerly known as East Hall, was remodeled. A new coat of paint, porch and roof, new heating plant, completely new rearrangement of rooms into six three-room apartments with new hardwood floors, built-in cupboards, and other modifications made the building a very attractive home for married faculty members and students. Other improvements made during the summer of 1929 were the painting of Science Hall, the Administration Building, and Kulp Hall. The old frame vestibule on the south end of Kulp Hall was replaced by a new one of brick.

After the completion of John S. Coffman Hall and the renovation of East Hall, Kulp Hall the dormitory for women suffered so much by comparison that President Yoder decided that it too should be remodeled or rebuilt. The original plan was simply to enlarge the dormitory by building a wing to the west and making some improvements in the interior but after construction began it was found necessary to tear

down and replace the brick veneer walls. The social room on the first floor was furnished by Mrs. Lewis Kulp and Mrs. J. B. Moyer of Elkhart, widow and daughter of Lewis Kulp, early benefactor of the College in whose memory Kulp Hall was named. The enlarged building provided a comfortable home for over one hundred women and a room on the first floor for the dean of women. The remodeling of Kulp Hall, like the building of Coffman Hall, was financed by the Mennonite Educational Finance Corporation and the cost of construction amortized over a period of twenty years.

The building of Coffman Hall destroyed the athletic field on the east side of the north campus. The College then leased for three years, three acres south of Coffman Hall along the New York Central tracks. In 1936 President Yoder announced that the College had purchased from Willard Shoup eight and one-half acres south of the College including the barn and the dwelling house. The Executive Committee of the Mennonite Board of Education authorized its financial agent to purchase this tract from the Educational Finance Corporation on the amortization plan. This plot furnished space for an athletic field and later for a parking lot and a site for the College Union. The barn was dismantled carefully, the lumber sold, and the dwelling, remodeled into apartments housing four families, was renamed South Cottage.

The last building erected on the campus during President Yoder's administration was the "Health Center," dictated in part by N.C.A. requirements to provide for student health. The building, completed during the summer of 1938 and constructed of red brick to match Kulp Hall, adjoins the north wing of the dormitory at the level of the first floor. The Health Center includes three patient's rooms provided with five hospital beds, and a suite of rooms for the college physician consisting of a waiting room, consultation room, examination and treatment room, drug room and laboratory, besides suitable closet storage space. The purpose of the Health Unit is to make available to students the necessary provisions for maintaining health and physical fitness without the fear of cost which might induce them to neglect seeking the aid which they desire and need.

Evaluation and Appreciation

The commencement season of 1940 which ended President Yoder's seventeen years of service as president of Goshen College rounded out a fitting close to a highly successful administration. When he became president in 1923, he sensed three immediate needs: the establishment of proper relations and confidence between the school and the constitu-

ency, a faculty of adequate size and training, and housing facilities for the students and the library. His administration as president saw the realization of these three objectives. At the dedication of the Mennonite Historical Library he said, "When I first came here, H. S. Bender pushed for two things: a society to study the life, faith, traditions and practices of our ancestors, and a Mennonite journal. These efforts resulted in the Mennonite Historical Society of Goshen College and *The Mennonite Quarterly Review*." President Yoder had just completed his book, *For Conscience Sake: A Study of Mennonite Migrants Resulting from the World War*. Something of his moral stature is indicated by his consent to serve as a member of the faculty under his successor. For that, he had endured the grinding period of study in Boston at the Gordon College of Theology and Missions to earn the degree, Doctor of Sacred Theology. But he was more than a builder of buildings and a leader of educators. He was a maker of friends. For his unselfish friendship and his Christian integrity the students have given him an enviable place in their hearts.

In addition to his part in the building of Goshen College, he also had a share in the building of the Mennonite Church. This is not the place for an extensive account of his contributions in that area but they are summed up rather well in the citation read by the president of Northern Baptist Seminary when he conferred the honorary degree of Doctor of Divinity on President Yoder on May 23, 1938: "Sanford Calvin Yoder, stalwart son of NORTHERN, pastor and bishop in the Mennonite Church, president of its Board of Education, member of its Relief Committee for War Sufferers, secretary of its Board of Missions and Charities, moderator of its General Conference, practical evangelist and foreign missionary, president of Goshen College". . . .

1. In response to S. E. Allgyer's suggestion Yoder invited J. S. Umble to teach English. His work is discussed in later chapters in connection with intercollegiate debate and oratory and with the activities of the Alumni Association. Three former Hesston College students also agreed to come. They and their fields of training were: Guy F. Hershberger, history; Pearl Klopfenstein, English and speech; and Glen Miller, science. But these three and Umble needed an additional year to complete their work for the M.A. degree. They consented to come at the end of the year 1924-25. In addition to those already mentioned, President Yoder recommended to the faculty committee of the Board Amanda Frey of Archbold, Ohio, dean of women; Minnie Kanagy of Volant, Pennsylvania, instructor in home economics; Frank L. Blough of Middlebury, instructor in music; Elsie Mae Landis of Elizabethtown, Pennsylvania, instructor in academy English; and John F. Slabaugh, instructor in art and academy English and history. Daniel Kauffman had especially insisted on the election of Slabaugh.

2. The enrollment at Bluffton was three hundred ninety-five counting the conservatory and the summer school. Eight members of the senior class at Bluffton had been former students

at Goshen. Four members of Bluffton's graduating class of 1924 had been Goshen College students.

3. H. S. Bender has been president of the Society since its reorganization in 1924 and editor of the *Review* since its founding in 1926. Others who have served on the editorial staff of the *Review* or on the Executive Committee of the Society continuously since its founding are S. C. Yoder, Guy F. Hershberger, and J. S. Umble. The present managing editor of the *Review* is Melvin Gingerich, who was vice-president of the Society in 1924-25 while he was a junior in Goshen College and again in 1925-26 during his senior year.

4. In August 1938 the Administrative Committee voted to increase the tuition charges for the regular college students. This had the effect of making possible the establishment of the junior and senior Mennonite grants for continuous four-year residence in a Mennonite college and also the granting of a larger number of Bible scholarships. The increase in the tuition charge was calculated to net five thousand dollars per year.

5. During these years Goshen College practiced every economy, the annual catalog was reduced in size from one hundred sixteen pages to forty, and the amount of faculty salaries was determined by the amount of money in the College treasury after other necessary expenses had been paid.

6. In order to secure a first grade high school teacher's license in Indiana at that time, the student was required to present credit in supervised teaching in the subject he chose to teach. The State Board required that this work be done in one of the public high schools under the supervision of a critic teacher properly registered with the State Board. By providing for participation in the supervised teaching program, Goshen High School assured the success of the program.

7. New requirements and courses of study adopted by the faculty in the spring of 1928 indicate that Dean Oyer was trying to raise the standards of the College in line with the recommendations of the North Central Association. Another step in that direction was prescribing quality of work for graduation as well as quantity. It was proposed that beginning with the freshman class entering in September 1934 quality points be assigned to each semester hour's credit according to the grade earned: A, three points; B, two points; C, one point; D, no point. It was also proposed that one hundred twenty quality points be made a requirement for graduation.

8. Professor D. A. Lehman was retired with the title Professor Emeritus of Mathematics and Astronomy in 1935 and given an annual allowance. Guy F. Hershberger received the Ph.D. degree at the State University of Iowa in 1935. Edward Yoder, Ph.D., University of Pennsylvania, 1928, and Paul Bender, Ph.D., State University of Iowa, 1931, had been added to the faculty. Willard H. Smith and Samuel Yoder had completed the graduate requirements for the Ph.D. degree at Indiana University. M. C. Lehman, Ph.D., Yale University, 1934, was added to the faculty in 1935 and H. Harold Hartzler, Ph.D., Rutgers University, 1934, in 1937. Several of the younger faculty members had completed the work for the Master's degree or had already earned that degree by 1937. In 1937 the College improved its personnel service to students by electing Paul Bender director of personnel. In 1939 the Board elected Ernest E. Miller associate professor in education and director of personnel to organize complete personnel services.

9. Alumni participation in this area is presented in more detail in Chapter VIII.

10. Dr. C. Henry Smith of Bluffton, delivering the principal address of the dedication program of the Mennonite Historical Library, chose as his subject, "Progress in Mennonite History in America." Orrie O. Miller was chairman of the formal dedication of the new Goshen College Memorial Library. H. S. Bender gave the principal address, one of the high points of the commencement season. Bishop D. A. Yoder, president of the Mennonite Board of Education, gave the presentation address and formally delivered the building to President Yoder who dedicated it in a simple impressive service. President Yoder then unlocked the door of the building and opened it for inspection.

11. In 1925 the faculty athletic committee recommended to the faculty that the old gymnasium now known as Adelphian Hall be converted into a swimming pool provided that the cost was not excessive, the project feasible, and the plan approved by the athletic council and proper authorities. The faculty voted to favor the plan with the attached provisions but after the faculty committee visited the swimming pool at Notre Dame and made certain other investigations they decided that the plan was not feasible.

Chapter VI

The Era of Expansion—1940-1954

Weighty problems faced the new administration when Ernest E. Miller was inaugurated as the eighth president of the College in June 1940. The preceding administration had made excellent progress toward accreditation and had improved the physical plant, the faculty, student personnel services, and relations with the constituency. These forward steps with the growing interest in education and the widening religious and cultural horizons of the Mennonite Church formed a solid basis for confidence in the future of the College. Immediate problems, however, were the preparation of final schedules for application for admission into the North Central Association, liquidating the sixty-five thousand dollar debt of the Mennonite Board of Education, improving the facilities in the science laboratories, building up the holdings in the library, keeping in repair and making the best use of buildings on the campus some of which were nearly forty years old, correcting certain details of administrative procedure, improving the personnel service and the faculty. In spite of all the efforts of the previous administration Division I (Language, Literature and Fine Arts) of the faculty still had not a single Ph.D. Some of these phases of the program of the College would affect admission of Goshen College to the North Central Association.

Goshen Attains N.C.A. Membership

President Miller first concentrated on preparation of the final schedules for application for membership in the N.C.A. With the capable assistance of Dean Harold S. Bender these schedules were prepared and the application filed on December 1, 1940. Following submission of the comprehensive schedules on that date the Association appointed two examiners who met on the campus on February 7 and 8, 1941. After inspecting the College the examiners submitted a favorable report to the Association. The president appeared before the N.C.A. Committee in Chicago on Monday, March 24, to make further explanations of the schedules and a "defense" of Goshen's application. On March 27 a telegram from him stating that the College had been admitted to the

North Central set the campus in an uproar. Students led by Charles Ainlay, president of the senior class, hastily improvised banners and a parade, met the president's automobile at Main and Pike to escort him back to the campus, and held a celebration in honor of the event.

Immediate advantages of membership in the North Central Association of special interest to students were that Goshen degrees and transcripts would be evaluated at face value by other institutions and graduates would enjoy better placement. The real advantages of membership in the Association include much more. Periodic examination of its current status is an incentive to an institution to improve the quality of its work and enables it to compare its progress with that of other institutions. The Association encourages its member colleges to conduct self-study programs looking toward the improvement of instruction and of service to the school's constituency. About the same time that Goshen College was admitted to the North Central Association, the Association organized at the University of Minnesota a workshop for the directors of the self-study projects. Goshen was among the twenty-eight colleges chosen for participation in the studies. In 1941 the dean of the College spent six weeks at the University of Minnesota doing specialized work on problems related to improvement of efficiency of the liberal arts college. Goshen is the only college which has participated in the N.C.A. studies every year since they were organized. Colleges participating in the workshop are visited annually by a coordinator who spends a day on the campus receiving reports of the self-study projects and giving advice and assistance in the studies conducted for improvement of instruction. During the years 1948-49, 1949-50, and again in 1950-51 Dean Carl Kreider served as one of the coordinators. Each year he visited twelve colleges who were conducting various types of surveys and self-improvement studies. The concept behind the self-study projects is that the College at any one point has never quite arrived at perfection. Worthy goals, more helpful procedures, more efficient methods, more and better work lie ahead. This is one of the most helpful even if more intangible advantages of membership in the North Central Association.

Each self-study project on the Goshen campus is in charge of a faculty committee of five to eight members with a chairman. The committee chairmen hold frequent luncheon meetings to discuss the progress of the work. During the years 1951-54 Acting Dean Karl Massanari was chairman of the self-study projects. Subcommittees, each directed by the general committee, were appointed for the following studies: (1) public relations, (2) teacher education, (3) counseling techniques, (4) library

use, (5) music curriculum, (6) basic communications, (7) extracurricular activities, and (8) policies on class absences. Whenever a committee completes a study and is ready to report its findings, it brings them to the entire faculty for discussion. Not infrequently these studies and the faculty discussions following lead to the introduction of new courses or procedures.

Several studies independent of the N.C.A. have had to do with the religious life of the College. One such study resulted in the formulation of "A Concept of Christian Education at Goshen College" adopted by the faculty on May 5, 1949, and now printed each year in the College catalog.¹ Another was a religious survey of the life of the campus, of the religious ideals, beliefs, and practices of faculty and students. This survey, resulting in a document of many pages, influenced important phases of campus life. Some of these will be mentioned in a later section in the chapter.

Immediate Problems Following Accreditation

The extended period of preparation for meeting the new standards of the N.C.A. and the thoroughness of the pre-application self-studies by the College made Goshen the second college to be admitted into the Association upon first application. Admission was granted, however, with the provision, perhaps it would be correct to say with the warning, that Goshen would be subject to further examination on library holdings and financial status.

(1) LIBRARY HOLDINGS

At the time that Goshen was admitted the president in consultation with the secretary of the N.C.A. determined that twenty-five hundred dollars would be required to meet immediate needs in the library. The president's appeal to the alumni for this amount for the "accreditment book fund" met with a ready and liberal response. But the library was not fully cleared until late in 1944 when it finally met the requirements on reference books and library salaries.

Accessions to the library have been steady. In 1941 the librarian, Mrs. Stella Binkele, reported twenty thousand volumes. The president's report to the Mennonite Board of Education in 1952 showed that during the preceding fiscal year the library had spent six thousand dollars for new books, periodicals, and incidental supplies. This fund, plus gifts, made possible the acquisition of more than seventeen hundred volumes to raise the total of the library holdings to nearly forty-two thousand. For several years Nelson Springer (M.S. in Library Science, Univ. of

Illinois, 1953) has been in charge of the Mennonite Historical Library. By the spring of 1953 its total holdings were over ten thousand volumes. Including the cataloged holdings of the Mennonite Historical Library, the library now contains forty-six thousand four hundred volumes. The Mennonite Historical Library receives over two hundred magazines, not counting annual publications. The total number of serial titles of the Mennonite Historical Library is approximately nine hundred, about one-fifth non-Mennonite.

James R. Clemens, librarian, who joined the staff in 1950 as assistant librarian, is the first Goshen College librarian to hold the degree, Master of Science in Library Science. Since the beginning of President Miller's administration the library committee has consisted of the dean of the College and the division chairmen or representatives of the divisions. In this way every area of instruction is represented on the library committee in the allocation of the budget and in the selection of periodicals and general reference works.

(2) DEBT REDUCTION

Finances, the other area which the N.C.A. examiners had found unsatisfactory at Goshen College, received the president's immediate attention after Goshen's admission to the Association. The debt accumulated by Goshen College and Hesston College during the depression years was in excess of eighty-five thousand dollars. According to 1940 North Central standards a school of the size of Goshen College should have at least twenty-five thousand dollars income over and above student tuition and fees in order to conduct a satisfactory educational program. In collaboration with O. O. Miller, financial agent of the Board, and the administration of Hesston College, President Miller developed a plan for relieving the colleges of their debt as a first step in meeting the financial demands of the North Central Association.

The debt reduction program began officially on June 1, 1942, with a goal of one hundred five thousand dollars during the fifteen-month period between that date and September 1, 1943. This amount was for debt liquidation and for current operating expense of the two colleges, Goshen and Hesston. C. L. Graber and I. E. Burkhardt gave practically all of their time to this project for the last seven months of 1942. The president personally spent several months in the field soliciting funds and the College sent the president of the Alumni Association on a tour of several weeks to visit alumni in the large cities and other areas usually not covered by the regular solicitors. The final total reported to the Executive Committee of the Mennonite Board of Education on Septem-

ber 1, 1943, was nearly one hundred twenty-four thousand dollars. This campaign for the first time combined debt liquidation with raising money for current operating expense for the Board's colleges.

(3) NEW PLAN OF SOLICITATION FOR CURRENT OPERATING EXPENSE

For several years it had become increasingly evident that Goshen College would need a new heating plant especially since the coal bunkers and an overworked furnace were located in the forty-year-old brick Administration Building. Accordingly for the year 1943-44 the Board set its fund-raising goal at sixty-five thousand dollars, to provide for the current expenses of both schools and a thirty-five thousand dollar heating plant for Goshen College. This goal again was exceeded. At the close of the year 1944 the Board planned to raise at least part of the money for current expense by freewill offerings to be taken in the churches in connection with the observance of Church School Day. This was to relieve part of the time and energy of the field secretary, Irvin E. Burkhart, for necessary promotion work in connection with the future building plans of the Board. During the first year of the operation of the new plan freewill offerings for current expense totaled over thirteen thousand five hundred dollars, a sum within two thousand dollars of the goal set for the year. During the second year of the operation of this plan it was so successful that it was not necessary to transfer any money from the building fund to balance the year's operations. The business manager annually wrote letters appealing direct to the pastors of the congregations to raise the suggested budget amount by means of freewill offerings.

After he became president, Miller was disturbed by the low salary of the faculty members. To aid in relieving the situation he developed a plan for retirement and medical aid. At his request the Board authorized the College to set up a ten thousand dollar reserve fund to guarantee the operation of the program. Later with the approval of the Board the faculty voted to accept the benefits of federal social security. Because of the social security benefits the amount to be replaced in the reserve fund in any given year will be a small item.

By 1947 some of the business manager's duties were assigned to a new officer known as the controller. Lois Winey assumed the duties of the new office on September 1, 1946. After she was needed for full-time employment as instructor in commerce she was succeeded by Leland Bachman as controller and assistant in solicitation and publicity. On August 31, 1949, Bachman succeeded C. L. Graber as business manager and Ralph Gunden was elected controller. During the year 1950-51 the business manager's letters to ministers suggesting a definite quota of

one dollar per member for current operating expense of the College produced over seventeen thousand four hundred dollars. During the year C. L. Graber added a new group of donors made up of business firms of the Mennonite Church and non-Mennonite corporations in the local Goshen-Elkhart area. His appeal on the basis of the five per cent donations to charities which corporations are permitted to give as deductions in calculating federal income tax produced nearly six thousand six hundred fifty dollars. A larger part of the donations, however, came through the work of I. E. Burkhart, field secretary, soliciting money for College building operations. His annual visits have the added advantage of informing the church constituency of the need of liberal annual donations for the work of the College. C. L. Graber has continued to look after the interests of the College in the area of endowment and annuity gifts. During 1946-47 and the first part of 1948 Goshen College received six thousand dollars in annuity gifts and during the fiscal year 1948-49 added nineteen thousand dollars to her assets in the form of new annuities.

(4) NO OPERATING DEFICITS

The Mennonite Board of Education adheres to the policy in effect for almost twenty years that its institutions must operate within their receipts. At the end of the fiscal year 1949-50 the Mennonite Board of Education had total assets of almost one and one-half million dollars.

Ever since the Wards Systems campaign during J. E. Hartzler's presidency in 1917, the College had attempted no general drive for funds in the City of Goshen until 1949. In that year the College established solicitation offices downtown and with the aid of a local committee and other friends received in cash and pledges over fifty thousand dollars. Of this amount twenty-five thousand dollars was paid to the College during the year 1949. A considerable amount of the remainder was paid later.

Enrollment Trends

The growing interest in education among the Mennonite constituency with the resulting rise in student enrollment increased the problems of administration. This interest among the members of the Mennonite constituency was paralleled by interest in the local and general non-Mennonite constituency. Over one third of all the students matriculated by the Elkhart Institute and Goshen College entered the College during the fourteen years of President Miller's administration. In 1940 the two schools had matriculated nearly six thousand four hundred students. In September 1952 Goshen registered the ten thousandth student.

Goshen College enrollment reached its peak in the fall of 1948. The period between 1940 and September 1952 witnessed a number of interesting fluctuations. In 1942 the senior class of fifty-one was the largest in the history of the institution up to that time but the size of the class was due chiefly to the acceleration of the program of many students by attendance at the previous spring and summer sessions. The total enrollment of upperclassmen (juniors and seniors) was slightly smaller. Several factors contributed to the decline: the accelerated program enabled students to complete their work for a degree in December a semester or more ahead of schedule; the second semester enrollment was decreased by withdrawals on account of Selective Service and by some students securing teaching positions before graduation.

In the beginning of 1942 in order to make it possible for the men students to receive as much education as possible before being affected by the draft the College began what eventually amounted to a temporary three-semester plan. By shortening the vacations and running a continuous program throughout the year the College enabled students to secure three semesters of credit in one calendar year instead of two semesters and a summer session.

ENROLLMENT STATISTICS—1939-40 TO 1953-54

	1939-40	1940-41	1941-42	1942-43	1943-44	1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53	1953-54
Full Time															
Men	128	126	116	124	82	85	99	299	322	368	364	318	290	301	279
Full Time															
Women	142	130	149	144	156	175	222	257	276	268	257	252	273	294	314
Total															
Full Time	270	256	265	268	238	260	321	556	598	636	621	570	563	595	593
Part Time	56	109	106	44	23	45	53	93	130	174	188	157	190	199	222
The Men-															
nonite Church															
Full Time	195	191	177	187	175	190	227	371	425	450	440	427	434	454	465

An interesting feature of the enrollment during the war years was the predominance of women in the student body. In September 1943, for instance, enrollment of women was almost twice that of men, women making up about sixty-six per cent of the student body.

During the year 1944-45 the largest element of increase was in the Bible School where enrollment rose from forty-four to fifty-eight, thus

furnishing two thirds of the increase, largely in the Th.B. curriculum. The growth in this curriculum was mainly in ordained men in the upper classes and not in beginning students. Some of the men enrolled in the Bible School were ordained ministers in the Mennonite Church.

With the growing student body especially in the number of women it became necessary to make radical changes in the housing arrangements. Women students occupied both Kulp Hall and Coffman Hall. Men students lived in North Hall and Eighth Street House or in private homes. This condition began to point up the need for more and better housing for students. Dean Carl Kreider feared that instead of soliciting students for the coming year it would be necessary to restrict the enrollment in order not to overload the facilities of the College. In 1945-46 one of the major administrative tasks was to anticipate the coming year's enrollment to prepare suitable housing and classroom accommodation. The reason for the increase in 1946-47 was twofold: (1) the end of military hostilities released many young people to resume their interrupted education and (2) the advantageous economic status both of servicemen and of the general public made it possible for young people to finance an education. A large proportion of the increase was made up of eighty-five ex-CPS men and fifty veterans. The Biblical Seminary profiting by the growing interest in religious work showed an increase over the year before. A careful check of housing and classroom space made it possible to admit a few latecomers to certain curriculums. Whatever places were available were being held for CPS men.

In January 1947 Dean Carl Kreider attempted to interpret the reason for increased enrollment. Goshen College had been admitted to the North Central Association in the spring of 1941. Increased interest in higher education in the Mennonite Church directed her young people to college. New mission fields were being opened, old ones were being expanded, Mennonite relief workers were going in large numbers to all parts of the world, the publication work of the Church was expanding and improving, consecrated trained workers were in demand to fill positions in the Church.

The close of the war introduced a number of interesting elements into the student body. The graduating class of 1947 with a membership of one hundred ten was by far the largest of any previously graduated from the institution. Five of the men had spent four years, the time of an entire college course, in CPS. Two were foreign students; thirty members of the class were married. This class included the first graduates with the degree Bachelor of Divinity granted on the completion of three years of graduate Bible in addition to the regular four-year course in

liberal arts. The College granted this degree to four students on June 9, 1947, and the fifth was to receive it at the end of the summer.

Another result of the aftermath of the war was the large number of married students at the College. One hundred ninety-one married students enrolled either full-time or part-time in the fall of 1948. These married students were one of the reasons for Goshen's record-breaking enrollment at that time. At a time when college enrollments generally were declining Goshen's figures continued to rise. One element was in relation to enrollment of students who had volunteered for two- or three-year periods of relief work following their release from CPS. They formed a solid, mature, highly desirable addition to any student body. In many instances, both the husband and the wife enrolled either full-time or part-time. They were living in the city, out in the country, in basement apartments, in upstairs apartments, and in trailers. Some built their own houses. Three families lived in prefabricated log cottages erected in Shoup's woods by the College. The enrollment of CPS men and veterans of World War II reached its peak during the second semester of the year 1946-47, with one hundred eight of the former and sixty-one of the latter.

Another reason for the increase in the junior and senior classes was the large number of students transferred from other institutions, chiefly from Hesston, Eastern Mennonite, and Messiah Colleges. During the first semester of 1948-49 the College enrolled twenty more juniors and forty-five more seniors than in the preceding year. In 1949-50 sixty-six transfer students were members of the junior and senior classes.

Another interesting feature of the enrollment was the increasing number of Mennonite students, not only members of the branch of Mennonites known as "The Mennonite Church," but also sixty to seventy young people from other branches. Since some of these branches—Evangelical Mennonite Brethren, Conservative Amish, Old Order Mennonite, and Defenseless Mennonite, for example—have no schools of higher education of their own, Goshen College was afforded an opportunity to make a contribution of a high order to these related groups.

In the fall of 1950 Goshen College like other colleges and universities in the Midwest seemed to feel the effect of the decline in the national birth rate during the depression years of the early thirties. On October 12, 1950, the full-time enrollment was down nearly ten per cent under that of October 5, 1949. In 1951-52 enrollment reached its lowest point since 1946-47. But during the past two years it has almost equaled the high figure of 1947-48. The constantly increasing enrollment in the Biblical Seminary and in the School of Nursing has helped to maintain





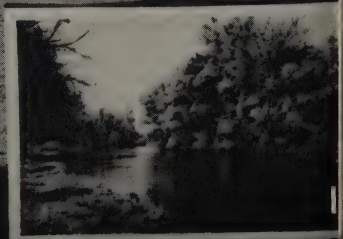












a high enrollment figure in spite of a slight decline in enrollment in the College of Liberal Arts. Since the nursing program set up on a forty-seven-month basis requires a certain amount of academic work on the campus during the summer months, the School of Nursing contributes to the continued stability of the summer enrollment.

In 1948 a comparison of Goshen's enrollment increases with those of other schools showed that while all educational institutions in the United States had shown an increase of nearly one hundred fifty per cent over 1945-46 Goshen had increased slightly over one hundred per cent. This later proved an advantage to Goshen because when the bulge of veteran enrollment decreased in other colleges many of them were left with an inflated budget, an overstaffed faculty, and housing facilities no longer needed. Goshen on the other hand registered only a slight decline in enrollment after the postwar bulge.

The increased enrollment following the war necessitated a number of changes and additions in administrative personnel, in admission policies, and in housing. The last will be discussed in a later section. An admissions officer was given direct responsibility for entering students. The secretarial staff expanded very considerably. In 1943 the College spent three thousand eight hundred dollars for secretarial services and in 1947-48 fourteen thousand. In 1948 the College employed a staff of thirteen full-time and twelve part-time secretaries. Miss Lois Winey, instructor in commerce, was appointed director of secretarial services. Another administrative innovation during the year 1947-48 was the use of student counselors. After a period of orientation and training in the duties of their positions qualified persons selected from the student body served as counselors for freshmen and transfer students.

Extensive Remodeling Program

Major projects of President Miller's administration were remodeling certain areas of the Administration Building vacated by moving the library holdings to the new building, remodeling and enlarging laboratory facilities in Science Hall, erecting a new heating plant and the auditorium-gymnasium, and providing additional housing for women students. About two weeks after his election the president called a meeting of the Local Board and presented plans for a two thousand dollar remodeling program. The Board accepted the plan and even suggested an expenditure of additional funds provided the entire amount were raised before the project was started and that it be secured from sources unrelated to the regular College income. An immediate need was providing a snack shop and recreation room for students. Formerly, much to

the dismay of the librarian, the old reading room on the main floor of the Administration Building was used by the students as a "stopping-off-place" between classes, after meals, and at odd moments throughout the day. Miller overcame this difficulty in 1940 by providing in the recreation rooms at the west end of the basement floor of the Administration Building, a bookstore and snack shop. These were placed under student management and supervised by the business office. In a short time the facilities of the combined bookstore, snack shop, and recreation room occupied an important place in campus life.

But this was merely the beginning. The utility and appearance of the campus and buildings were enhanced by the projects carried out under Miller's direction. The remodeling program of the first year of his administration provided only for the most obvious needs. But he seemed to have a way of dreaming dreams of beauty into the drab Administration Building and fortunately somewhere in his office he seemed to have the Aladdin's lamp to make these dreams come true.

Building Program and Campus Expansion

The campus was too small for necessary expansion—contemplated buildings, athletic facilities, recreational areas, and possible development of agricultural courses. Nearly all of the original holdings of the College north of College Avenue have been sold as building lots. The railroad tracks bound the campus on the east; Main Street lies on the west. On the south lay the Theodore Dierdorff farm owned by heirs reluctant to sell. One day when the president was walking through Shoup's woods he suddenly realized that available spots for student recreation were rapidly disappearing. In 1940 he and a number of other faculty members purchased a plot on the Elkhart River. When the class of 1941 consulted him regarding a class gift he proposed a College cabin on the plot. The class, under the inspiring leadership of its president, Charles Ainlay, and others erected the cabin in the spring of 1941 and presented it to the College with appropriate exercises. A complete list of buildings purchased or erected by or for Goshen College is given in Appendix C (page 270). In the past few years great changes have taken place in the area lying west of the College and bounded on the west and the north by the hydraulic canal. The entire woods has been laid out in lots and every lot sold. Seventeen new homes were started or completed in the woods and adjacent territory during the year 1950. The College purchased five acres, south of High Park Avenue and east of Main Street, on which it had held a lease for a number of years. A large plot lying west of State Highway 15 and adjoining the College cabin plot was ac-

quired for a recreational area. A complete list of real estate additions to the campus is given in Appendix B (page 269).

(1) HEATING PLANT

One major concern of faculty and administration for a number of years had been the location and condition of the heating plant. This plant built in 1903 to heat the Administration Building and "East Hall" was now heating the Administration Building, Science Hall, Coffman Hall, Kulp Hall, and the Memorial Library. Miller decided that the overworked, aging, and repeatedly remodeled heating plant must be replaced by a modern heating plant located in a separate building. Because the war situation made building priorities necessary the Board was not certain that a heating plant could be built even though the money was raised. Early in 1943 the Board authorized the president and the business manager to expedite the matter. The Alumni Association and other areas of the constituency responded generously to the appeal for funds. Thirty-five thousand dollars was raised for construction and placed in trust until priorities could be obtained for erecting the building. The excessive cost of labor and material pushed the total cost of the completed building to a little over forty-eight thousand dollars. The new heating plant was ready for operation in September 1945. A special dedicatory service was held during the chapel hour. D. A. Yoder, president of the Mennonite Board of Education, C. L. Graber, business manager, and S. G. Winey, superintendent of buildings and grounds, served on the program. President Miller operated the controls that sent the heat into the pipes.

(2) AUDITORIUM-GYMNASIUM

Meanwhile, Miller began to develop plans to meet two other long-felt needs—an auditorium and a gymnasium. The gymnasium erected in 1920 was no longer considered safe and was too small to meet the growing needs of the institution. The administration was forced to hold the numbers of the lecture-music series and such other events as commencement programs in the old college gymnasium or in the auditorium of the Goshen City High School. In 1944 the College employed an architect to draw the plans, giving the contract to Orus Eash and Ralph Bauer, architects, of Traverse City, Michigan.

Attendance at the Christian Life Conference, February 1945, again emphasized the need for a new auditorium. All available seating space in Assembly Hall including wings and balcony was occupied. In 1945-46 on account of the large student body, only one hundred and twenty-five

season tickets for the lecture-music series could be offered for sale to the general public. The homecoming lecture was presented in the gymnasium. The Cleveland Grant lecture was given in Assembly Hall before two overflow audiences, the first at six-thirty and the second at eight-fifteen.

As planning for the auditorium-gymnasium proceeded it became evident that the building could serve several purposes. According to the revised plans, it would serve as an auditorium and, when the entire floor was in use, it would provide a regulation-size basketball floor with plenty of room for bleachers on the sides. Divided by folding doors it would afford two separate recreational areas that could be used simultaneously. The third use of the building would be as a student center. This would include a large lounge, bookstore, post office, snack shop, and a cafeteria.

The obvious need for the building and its many uses made a wide appeal to the constituency. "The Fiftieth Anniversary Fund" met with considerable success even after it became evident that the initial estimates for the building costs were much too low. The Mennonite Board of Education appointed the following building committee to supervise construction: D. A. Yoder, president of the Mennonite Board of Education; Ernest E. Miller, president of the College; C. P. Martin, president of Goshen College Alumni Association; C. L. Graber, business manager of the College; and C. J. Gunden, local businessman.

Alumni took a keen interest in raising funds for the auditorium-gymnasium and its related areas. In the fall of 1946 at a meeting of the Executive Committee of the Board of Directors of the Alumni Association, that committee decided in consultation with the administration to undertake as the alumni project for that year the raising of twenty-five thousand dollars for the north wing of the student center.

Student enthusiasm for the new building expressed itself in an interesting way. In the fall of 1947 they petitioned the faculty for a two-day recess from classes in order to earn money to be applied to the auditorium-gymnasium building fund.² The two day work drive was administered entirely by student committees. At least ninety-five per cent of the almost six hundred students took jobs available in the community and donated their earnings to the building fund. This student work-days program attracted wide attention. It was mentioned in the New York dailies and became a national movement. Each year since that time the students have petitioned for and have been granted a two-day leave from classes to earn money for the College building fund. The Service Committee of the Y has been presenting to the president on Friday of the November

homecoming season a check for the full amount earned during the work drive, except in 1950 when the student committee voted to present one thousand dollars of the money earned during the work-day drive to the building committee of the Goshen City Hospital. The total amount earned by students from 1947 to 1953 was over forty-one thousand five hundred dollars.

Actual construction of the College Union began on April 10, 1948. On Monday, June 7, of commencement week, in place of the traditional College luncheon program the College held a cornerstone laying ceremony. D. A. Yoder, for twenty years president of the Mennonite Board of Education, laid the cornerstone.

When the students arrived on the campus in September 1949 Milton Gascho and his corps of assistants were moving the post office, bookstore, and snack shop from the basement of the Administration Building into the north wing of the College Union. Art Sprunger had completed the mural on the south wall of the lounge. This part of the building was completed to the extent that registration of students could be conducted there. The music rooms under the stage—three offices and studios, a music listening room, and a recitation room—also were nearly ready for use.

The completed building contains approximately one million cubic feet and is fireproof throughout. The cost per cubic foot was about fifty cents. The building was completed early in 1950 and dedicated debt-free on April 23. A faculty committee recommended "The College Union" as the name for the new building. Three and one-half ton folding doors electrically operated divide the large area, that can be used both as an auditorium and as a gymnasium, into two entirely separate recreational areas, each large enough for a basketball floor, one for men, one for women.

In connection with the dedication of the College Union a conference on Nursing Education was held on Friday afternoon and evening and Saturday morning, April 21-22, and a conference on Christian Education on the afternoon of April 22. In the late afternoon after the close of this conference the College observed open house and held a pre-dedication exercise on Saturday evening, April 22. At a service of dedication on Sunday afternoon, April 23, President Ernest E. Miller formally dedicated the building. The following quotation from an article written for the *Gospel Herald* by C. F. Yake, educational agent of the General Council of the Mennonite Board of Education, describes the building: "This long-dreamed-of auditorium-gymnasium required twenty-four months work for construction, April 19, 1948, to April 1950, although the clearing of the grounds began in August of 1947. The beautiful

combination brick and tile structure comprises an investment of approximately five hundred thousand dollars—the largest financial outlay ever made at one time by the Board of Education in the enlargement of its educational program, as well as representing the zenith in the size of a building erected. It accommodates two thousand in the auditorium, six hundred on the platform, and six hundred in the lounge. It is a one story building with [part] basement. The size of the structure may be imagined from the forty thousand square feet of roof covering it”

The following appeared in the same issue of the *Gospel Herald*: “All in all, this was a week end of instruction and inspiration long to be remembered. Many were the expressions of surprise and gratitude at the beauty and usefulness of the building and of the solid fireproof construction. Faculty, students, and friends all gave evidence of inexpressible joy at the successful completion of this huge task. The building, containing over one million cubic feet, not only offers facilities for the various programs and services at the College but should also prove useful to the wider interests of the Mennonite Church.”

An astonishing feature of the dedicatory exercises was the after-noon offering which symbolized the name of the building, “The College Union.” The chairman announced that the offering would be lifted, not as one might ordinarily conjecture, for further needs in connection with the auditorium-gymnasium, but instead for the building program of the three colleges of the Mennonite Church—Goshen, Hesston, and Eastern Mennonite. Each contributor could designate his gift for one of the schools and the undesignated part of the offering was divided equally among the three colleges, symbolizing the spirit of cooperation and coordination in the present educational program through the General Education Council. The result was an offering of nearly eighteen hundred dollars.

A number of classes and individuals made special gifts for the auditorium. Former president J. E. Hartzler, a member of the class of 1910, donated a pulpit stand, a reading desk, and five chairs for the stage—all of beautiful design and constructed of solid oak. The class of 1943 made a liberal donation toward the general construction of the building. The following classes designated gifts for special projects: 1944, clock and bells; 1945, stage lighting; 1948, sound studios; 1949, public address system; 1950, stage curtains. On entering the building at the time of open house visitors registered and received a free copy of a “Souvenir Booklet” well illustrated and describing the history of the erection of the College Union and giving significant facts about the construction and services of the building.

The chimes installed in the clock tower consist of six horns operated in pairs by fifty-one amplifiers, ringing out each quarter hour in true Westminster style followed by the striking of the hour. The system is controlled by an electric master clock. During the regular school year the clock also operates the bells for the opening and closing of the class hours. The January 1951 issue of *College and University Business* in a two-page spread of the magazine described the College Union in an article entitled "Three Purposes Served by This New College Union Building at Goshen."

The College Union is not only serving the College but also the Church in general. In less than two months after the building had been dedicated the Mennonite Board of Missions and Charities held its annual meeting there, also a missionary training conference and a city missions conference. A general meeting of Mennonite Youth Fellowship was held here in June 1950. New facilities in the cafeteria in the College Union made it possible for larger and smaller groups to be served a full meal in connection with conferences and other meetings. Women's sewing circles have equipped the cafeteria with a serving table, multiple baking unit, two refrigerators, a gas stove, a dishwasher, and other complete equipment for a modern stainless steel kitchen.

(3) THE QUADRANGLE

Work on the College Union did not prevent the president from devoting his attention to the pressing needs for more adequate student housing on the campus. This had been a concern since the beginning of his administration. Housing for men became an acute problem during the summer of 1946. The registration of women for the coming year indicated that both Kulp Hall and Coffman Hall must be reserved for them as was done the year before. Housing for men was provided in North Hall and Eighth Street House. Additional housing for men was supplied by two large barrack-type dormitories of aluminum construction, twenty by one hundred and twenty, erected south of Coffman Hall. Construction and equipment of the "Quadrangle" during the summer of 1946 was the chief effort to provide extra housing for men. In 1947-48 the building was filled to capacity housing eighty-four men. To provide further accommodations, rooms were built in the basement of North Hall for six men and an apartment in the basement of Coffman Hall Annex. In spite of all these provisions twenty-nine men and twenty-six women were rooming in private homes. During the next year sixty men and seventeen women resident students were housed in rooms not owned by the College or the Board. In the fall of 1949 the situation had not improved;

seventy-six men and seven women were not housed in buildings owned by the College. This represented a loss to the College of eight thousand dollars a year in rentals. More important than the loss of this financial income was the impairment of good personnel procedure. Seventy-six men lived in twenty-four different homes some of them much too far from the College to enable them to become a vital part of the social and religious life of the institution. The housing in the Quadrangle was considered strictly temporary. The open barrack-like construction had no partitions other than those formed by the arrangement of the furniture; the space allotted to two men, including a double-deck bunk-type bed, study table, dresser, and bookcase was nine feet long and six wide. Scant as these accommodations were they supplied a necessary and useful service during a difficult transition period.

(4) HOUSING FOR MARRIED STUDENTS

In the summer of 1948 the housing situation was so serious that admission was denied or delayed for a considerable number of young married couples because the College was unable to find suitable rooms for them. Students who owned a trailer or who could assure the College administration that they had completed satisfactory housing arrangements were admitted. The College set aside a small space on the east side of the campus north of Coffman Hall for parking trailers.

Housing for married men, especially those with small children, gave the administration the most trouble. In the summer of 1946 the president appealed to the residents of the community to open their homes for married couples and instructed a faculty member to make a house-to-house canvass. By the opening of the school year forty-four married couples were located in private homes.

West Cottage purchased in 1944 housed ten young women. It is now occupied by the S. G. Winey family. The Beck house purchased in February 1947 provided living quarters for the Leland Bachman family and for six regular students. It also provided quarters for the office of the Mennonite Research Foundation. The annual income from the rentals was approximately one thousand three hundred fifty dollars and the annual amortization figure was fixed at seven hundred.

In 1948 the E. E. Niccum house on South Eighth Street purchased by the College made a home for Dean Kreider and his family and four men students. The College also received the gift of a house on the annuity plan on Twelfth Street which housed fourteen freshman men. A unit of three cabins housing three married students and their families was built on Marilyn Avenue in Shoup's woods. Most of these properties

are being amortized on contractual arrangements covered by their earnings. By October 1949 the College owned eight houses, four large dormitories, two annexes, seven administrative and classroom buildings. The operation and maintenance of these buildings required a force of workmen with diversified skills and adaptabilities.

In December 1952 the College acquired six lots west of the College along High Park Avenue and Lawndale Place. One of the lots contains a dwelling house. The acquisition of these lots gives the College a solid block of land four lots wide and three lots long directly west of the Library, bounded on the south by High Park Avenue, the street leading past the new Goshen hospital. Other alterations on the campus include new semicircular drives east of Coffman Hall and west of Westlawn. The former campus drive has been closed and seeded to grass. Another change was the removal of the old wooden frame gymnasium. Some of the lumber, still in good condition, was sold to a former student building a cottage in the Gunden addition south of Westwood Road.

(5) WESTLAWN—RESIDENCE HALL FOR WOMEN

Even before the completion of the auditorium-gymnasium plans were under way for a new dormitory for women. During the commencement season 1950 the College delegated to the Alumni Association the arranging of appropriate groundbreaking exercises. The director of alumni relations removed the first shovelful of soil from the proposed site of the building north of Kulp Hall. Dr. Carl M. Hostetler, president of the Alumni Association, spoke briefly pointing out that the Association donated over one hundred thousand dollars to help build the College Union and pledging the cooperation of the Association in helping to provide funds for the women's dormitory and the proposed alumni memorial dining hall. John C. Wenger, member of the class of 1934, closed the exercises with a benedictory prayer. The Mennonite Board of Education announced that one hundred fifty thousand dollars might be borrowed from Educational Buildings, Inc., to be paid back on an amortization basis and that the remainder of the cost of construction must be met by donations. In order to receive revenue from the building as early as possible the Board decided to complete the second and third floors in the main part of the building by September 1, 1951. In September, 1950, J. Gordon Jackson, construction engineer, had poured the concrete for the foundation walls. In the spring of 1951 four Mennonite young men of draft age joined the Voluntary Service Builders Unit. In December 1951 President Miller wrote a Christmas letter to the members of the Alumni Association. Their prompt and encouraging response made

it possible to complete the Alumni Memorial Dining Room on the ground floor of the main wing of Westlawn in time for the annual alumni reunion in June 1952.

Even the completion of part of Westlawn Residence Hall for Women in the summer of 1951 did not solve all the housing problems. During the year 1951-52 the College was responsible for providing housing for one hundred ninety-six women and one hundred ninety-eight men. Of these, sixty roomed in private homes not owned by the College. Eighty-three men were living in the crowded quarters of the Quadrangle. The continued difficulty of using this building together with the temporary nature of the facilities, contributed to the unrest of the men residing there. After the women moved into Westlawn, Coffman Hall became available for men. Ninety-seven women were housed in Westlawn in 1951-52. This was made possible by permitting three women in a number of the rooms. Before the opening of the college year 1952-53 eight additional rooms had been provided in the left wing of Westlawn to accommodate sixteen women. By September 1952 all of the forty-seven rooms were occupied housing one hundred eleven women students. This is thirteen more than the calculated capacity and indicates something of the continued housing problem. Westlawn was dedicated with appropriate services on June 5, 1954. Complete list of Buildings Purchased or Erected by or for, or donated to Goshen College to 1954 will be found in Appendix C (page 270).

Problems Incident to World War II

A little more than three months after Ernest E. Miller had been inaugurated president of Goshen College, Congress passed the National Training and Selective Service Act. Some of the major problems during his administration arose from the passage of the Act and the beginning of World War II. Many of these problems needed to be met on short notice.

(1) ORGANIZATION OF PRESIDENTS OF MENNONITE COLLEGES

President Miller saw that the war might seriously curtail the educational program in the colleges sponsored by the peace churches. The government was subsidizing military training programs in many of the educational institutions of the country. One college in the East sponsored by a peace church decided to accept the invitation of the government to participate in all-out war and advised its students to enlist in the armed forces. A few similar colleges adopted a wavering or uncertain attitude. Miller was convinced that Goshen College could have no part in military training. But he hoped that peace colleges might do some comparable

work in training men for civilian service designated as work of national importance. Accordingly, he took the initiative by calling a conference at Winona Lake, Indiana, in August 1942 to discuss immediate problems confronting the Mennonite colleges. Seven colleges responded to the call: Bethel, Bluffton, Freeman, Goshen, Hesston, Tabor, and Messiah Bible. Since 1945 this conference is known officially as the Council of Mennonite and Affiliated Colleges. Miller served as chairman of the council for the first four years after its organization. Members of the Council now include Eastern Mennonite and Upland Colleges in addition to the above. The Council sponsors a biennial program on Mennonite educational problems. The Conference on Mennonite Cultural Problems sponsored by the Council follows the Conference on Educational Problems.³ The Council operates by the common consent and agreement of those present at its meetings. It has no constitution. Its resolutions are effective only as they commend themselves to those endeavoring to work together in the solution of common problems. From the beginning the Council has worked in close collaboration with the Mennonite Central Committee.

(2) FIRST RELIEF WORKERS TRAINING SCHOOL

One of the first decisions of the Council was to conduct a relief workers training school at Goshen College during the summer of 1943 to prepare young men for foreign relief service under the Mennonite Central Committee.⁴ When a number of young women asked to receive training in order to give comparable voluntary service to that which the government required of the men the Council decided to admit a certain number of young women to the school. The school started auspiciously with an enrollment of sixty-six men and sixteen women many of whom were college graduates. The Mennonite Central Committee cooperated with college administrators by furnishing speakers and instructors and covering most of the cost of the school. Although congressional objections prevented the Council from preparing relief workers for immediate service in various foreign areas contemplated by the MCC the school had several desirable long-range results. Among these were cooperative study, planning of foreign relief work, and training leaders who eventually saw service not only in the CPS camps but also in the larger program after the MCC was permitted to engage in foreign relief service.

(3) EDUCATIONAL COURSES FOR MEN IN CPS CAMPS

Although the plans of the Council of Mennonite and Affiliated Colleges in regard to relief training schools had been frustrated the Council

continued to meet about twice a year. Its common concerns were chiefly in the area of providing academic guidance for CPS men, in arranging for college credit for CPS courses and experience, and in preparing tests to measure certain learning experiences which had taken place during the men's stay in camp. A Goshen graduate, a CPS draftee who had been assistant dean of men and instructor in the department of speech at the University of Pittsburgh, served as liaison officer between the Council and the MCC.⁵

Mennonite and Affiliated Colleges and the Mennonite Central Committee arranged to give academic credit on both the high school and the college level for thirty-five different courses taught in CPS camps. Objective tests were prepared to evaluate other courses and even camp experience in terms of academic value. The liaison officer operated this program in close cooperation with Paul Bender, Goshen College registrar, designated by the college presidents as an adviser in the evaluation of such courses. The whole procedure was a distinct forward step in providing CPS men with an opportunity to continue their study without cost during their period in camp.

(4) EX-CPS MEN IN COLLEGE

Providing financial assistance to the men who wished to return to college after demobilization also had the serious attention of the Council. In order to keep their enrollment in college from becoming an item of competitive bickering between Mennonite Colleges the member colleges of the Council recommended to the MCC and to their respective church boards and educational institutions that the MCC arrange to provide tuition for any man who had been discharged from an MCC-administered CPS camp or for Mennonite men from other CPS camps provided the educational institution or denominational board would be responsible for the other half of the tuition. Calculations based on certain figures obtained from CPS indicated that the share of the Mennonite Board of Education would be approximately thirty thousand dollars to provide for the men likely to return to Hesston and Goshen following the war. The Mennonite Board of Education provided one hundred ten dollars per semester for each former Mennonite CPS man who was registered as a student in either Goshen or Hesston. The College remitted part tuition to other qualified CPS men. The total amount paid by the Board and Goshen College was \$45,610.83.

When the CPS men returned to college at the end of their period of service, the majority of them brought with them an educational, cultural, and religious outlook not usually expected from the average enter-

ing lowerclassman. Some were able to secure six, twelve, eighteen, and a few the maximum of twenty-four credit hours allowed for scores made on the General Education Development Tests. Members of other Mennonite groups who had been in CPS also were an appreciated and influential segment of the student body. Probably at no time in the history of the institution did Goshen College have so many students who understood the reason for their loyalty to the Mennonite Church and who had committed themselves to so thoroughgoing an acceptance of her principles. Most of them lent tone, dignity, and strength to the extra-curricular phases of campus life.

(5) THE FOREIGN STUDENT PROGRAM

In the spring of 1946 when American colleges and universities were contemplating the enrollment of a considerable number of foreign students President Miller conceived the idea that a similar project might be undertaken by the Council of Mennonite and Affiliated Colleges. With permission of the Mennonite Board of Education he accepted a special commission from the Mennonite Central Committee and the American Mennonite colleges to visit Europe to bring refugee students to America and help to facilitate registration of such students in American colleges. He also planned to conduct preliminary investigation regarding the possibility of setting up summer extension courses for students from Mennonite colleges who wished to spend some time in study in European educational centers. During his stay in Europe he visited Mennonite communities in Germany and attended a conference of Mennonite relief workers at Amsterdam. He and President Ed. G. Kaufman of Bethel College returned in August to report that twenty-five to thirty European students from Holland, France, Belgium, and Italy would enroll in Mennonite colleges in America during the coming year.⁶

When registration time arrived the group of European students were joined by five Puerto Ricans and two from Beirut, Lebanon. Dean Kreider organized a special course in public speaking for the foreign students to assist them in achieving standard pronunciation and speech rhythm. They organized a society called the Intercultural Club. Each spring since 1947 the foreign students and a faculty committee from all the Mennonite colleges hold a three-day conference on a Mennonite college campus.

Although foreign students at Goshen College have not profited equally from their experience on the campus the majority of them have been so enthusiastic about the program, and their contribution to campus life has been so great that the program has been continued from year

to year. In 1948-49 for the first time several German students registered and one native student from India. Since the beginning of the foreign student program in 1946-47 students have been in attendance from Argentina, Belgium, Brazil, Canada, Cuba, Ethiopia, Formosa, France, Germany, India, Indonesia, Italy, Japan, Korea, Lebanon, Mexico, The Netherlands, Paraguay, Puerto Rico, Poland, and Switzerland.

All Mennonite colleges had agreed to grant foreign students free tuition. Transportation, board, room, and incidental expenses were met from other sources. The Mennonite Relief Commission gave liberal donations toward travel costs for students attending (Old) Mennonite colleges. In the summer of 1951 the Council undertook a program of bringing Japanese students to the United States for study in Mennonite colleges. The administrators granted them full scholarships and guaranteed their expenses during their stay in the United States. These foreign students serve in a sense as windows through which American students receive firsthand glimpses of life in many areas of the world.

Of even greater importance than the educational and cultural contribution made by these foreign students has been their spiritual contribution. The foreign student program has reached into the lives of many people outside the college community. Some of the students either alone or in company with school officials have made week-end trips to a large number of Mennonite churches, and spoken to many school groups and civic clubs. It would be unfair to say that any given students or group of students have been more outstanding in the contribution that they have made to campus life and in making the College favorably known throughout the churches and in the local community. But any such list would include Jan Matthijssen, Tina van der Laag, and Han van den Berg from The Netherlands; Willy Peterschmitt of Alsace in France; Wha Sook Suh of Korea; Paul Verghese and Pyarelal Malagar of India; Wilhelm Kaethler (M.D.) of Paraguay; and Hans Hillerbrand of Germany.

(6) EUROPEAN STUDY-TRAVEL-WORK TOURS

As an adjunct to the Foreign Student Program, the Council of Mennonite and Affiliated Colleges decided to sponsor ten-week European travel-study tours for students from Mennonite colleges. Lois Gunden of the Goshen College faculty and President L. L. Ramseyer of Bluffton College accompanied the group during the first summer. The Goshen contingent consisted of four women and one man. Expenses for the tour ranged from five to seven hundred dollars.

During the second summer (1948) the Council decided to combine

study and service. Students in the group spent four weeks in a voluntary service unit living and working with European young people to help them "in the Name of Christ" in their task of moral and physical reconstruction. The second summer tour included five days in England, eight days in Holland, a four-week workcamp project in Germany, nine days in Switzerland including trips to the Bernese Alps, seven days in France, and a period in Italy.

Introduction of New Instructional Techniques and Procedures

In addition to the larger problems that faced the administration, President Miller and the academic deans were constantly alert to new instructional needs, progressive academic procedures, and new and improved methods that would facilitate the work of the institution. In his first annual report to the Mennonite Board of Education, President Miller called attention to the responsibility of service to Mennonite young people who after a period of study in college return to the farm and the rural community.

(1) COURSES IN AGRICULTURE

To strengthen the work of the College in this area the College introduced in the year 1940-41 a course in rural sociology and in 1941-42 a course in rural economics together with two courses in agriculture—soils and farm management. Ten years later the Board employed an instructor in agriculture. Partly because of an anticipated drop in enrollment of men in the year 1952 he did not actually begin his service at the College until the fall of 1953.

In 1941 in response to requests for academy work President Miller on the advice of the Executive Committee of the Mennonite Board of Education sent a letter to the ministers of the churches in Ontario, Indiana, Michigan, and Illinois to ascertain the extent of the demand for academy classes to be offered at Goshen College. This survey indicated little desire on the part of the constituency for the reopening of academy classes. Very few parents were willing to send their children to Goshen for high school work.

(2) ASSOCIATE DEGREES

During the second year of Miller's administration (1941-42) partly as a result of a "drop-out study" by the faculty and partly in line with the trend in current higher education the faculty voted to introduce a two-year degree to recognize work done by students who did not plan to complete a four-year course. The title of the degree for those who com-

plete two years of prescribed work in liberal arts is "Associate in Arts" and for two years of prescribed work in Bible, "Associate in Arts in Bible." The next year on recommendation of its Educational Policy Committee the Board of Education authorized both Goshen and Hesston Colleges to grant these degrees.

(3) ADDITIONAL DEPARTMENTAL OFFERINGS

In 1941 the employment of a full-time instructor in the field of physical education and recreation made it possible to offer a few courses in physical education for college credit and to provide for issuing teaching permits in that field. The first permits were issued in 1947-48. These served the needs of some of the young men who wished to teach physical education along with other high school subjects. By 1952 the College could offer a license in this field.

As early as 1941 Dean Bender recommended adding a department of library science. The trend toward using trained librarians in high school libraries made it advisable to consider introducing a department of library science with sufficient courses to meet the requirements for a teaching permit in that field. In July 1952 the administration could announce that a department of library science had been added to the Goshen College curriculum because of popular demand and that a new course in this department, "Library Materials," would be taught by James Clemens, librarian.

(4) NEW SECRETARIAL COURSES

The growing demand for secretaries by various Mennonite organizations, schools, and commissions led to offering a complete one-year secretarial curriculum to prepare young women for secretarial service and granted a certificate upon completion of the year's training. This course had been offered first in the year 1939. More recently the College offered a two-year curriculum in secretarial training leading to an Associate in Arts degree. The College offered a four-year curriculum with a major in commerce for students interested in teaching commerce or planning to enter business. In 1949-50 Miss Lois Winey, instructor in commerce and director of secretarial services, registered in business education in the School of Education of New York University to complete the work for the Master's degree in that institution. She also took courses in the School of Retailing. Her study enabled the College of Liberal Arts to offer courses in office management and retailing, thus broadening the field of the department and making it possible to enrich the offerings in commerce.

(5) "HOME MANAGEMENT HOUSE"

For a number of years Dr. Olive Wyse wished to offer "Home Management House," a course offered by the majority of colleges with a four-year program and required in most states for a vocational license in the home economics field. In 1935-36 the College rented an apartment for the sake of a few students who needed the course. Mr. and Mrs. Howard Kauffman offered their home to the department in 1947-48 to be used for this purpose for one year. With the beginning of the year 1953-54 the College is again able to offer this course in the newly acquired property known as the "Hartzog House" on Lawndale Place a block west of the campus. The college dietitian and one other instructor in the home economics department live in the house with four home economics majors each semester who receive instruction in home management. The course applies home economics principles to the use of time, money, and energy in achieving satisfactory personal and group living.

(6) AUDIO-VISUAL AIDS

In line with the best educational procedures the Goshen College program of audio-visual aids was greatly expanded during the middle forties. The College purchased a new Bell-Howell sound projector and in 1947 a new projector for slides and film strips and two new recorders. The disc recorder was a gift of the class of 1947 and is capable of making permanent high fidelity recordings. The College made additional progress during the year 1948-49 by employing a full-time person to serve as director of the audio-visual program. Adequate space for classes using the equipment was provided during that year by equipping the north-west room in the basement of the Administration Building as an "Audio-visual room" with blinds and ventilators. Jacob F. Swartzendruber (M.A., S.U.I., 1949), assistant professor of education and director of audio-visual aids since 1952-53, is rendering good service in that field and also is developing useful skills with cameras of various types.

(7) READING DAYS

A new instructional procedure, "reading days," was introduced in the spring of 1951. It gives the students a breathing spell for closing the semester's work and completing outside reading, term papers, and laboratory projects. Another purpose of the three-day period is to give students opportunity to meet their counselors to complete preliminary registration for the next semester.

Administrative Innovations

(1) IMPROVED STUDENT PERSONNEL SERVICES

When President Miller joined the faculty in 1939 as associate professor of education, one of his duties was to set up a personnel program. He had spent part of his graduate study at New York University in the field of personnel services. During the postwar years the increased enrollment demanded expansion in this area. Early in 1954, when the examiners for the American Association of Colleges for Teacher Education were on the Goshen campus to inspect Goshen College with a view to accreditation of the Department of Teacher Education they pronounced the Goshen system one of the finest student personnel programs that they had found. Since then, administrators from several institutions have studied Goshen's personnel system.

After the size of the student body made it impractical or impossible for the dean to counsel all of the students a plan was devised whereby practically all of the faculty members serve as academic counselors for students in the selection of their courses. Freshmen counselors continue their service until the student has selected his courses for the sophomore year. From that time his major professor serves as his counselor.

(2) FRESHMAN PARENTS DAY AND FRESHMAN DAYS

Since 1946 the College observed an annual Freshman Parents Day held about two months after the beginning of the school year. The president invites the parents of all freshmen to the campus. They are the guests of the College at a reception on Saturday evening where they have an opportunity to meet the teachers of freshman students. The Sunday morning service and the Vesper Service on Sunday afternoon are planned with the special interests of parents in mind.

As early as 1934 the College had observed what was known as "Freshman Day," but beginning in 1946 freshmen were expected to come to the campus several days in advance of registration for a number of tests and general pre-registration orientation before the arrival of the remainder of the student body.

(3) EXPERIMENTS IN BROADCASTING

In the fall of 1948 President Miller arranged with radio station WTRC of Elkhart (AM and FM) to begin a series of fifteen-minute weekly broadcasts. Station WTRC had offered to give fifteen minutes free sustaining time each week for an educational program. The programs were presented by the Music Department featuring the A Cappella,

Collegiate, Men's and Women's Choruses, ensembles and quartets with occasional discussion periods sponsored by the Speech Department. After several months of experimentation at Elkhart the broadcasts were discontinued to the keen disappointment of many regular listeners. Later the College installed a campus broadcast transmitter in Assembly Hall to broadcast the daily chapel exercises, Sunday morning services, and various programs. Listeners within a mile radius of the campus could tune in on the program. When the Federal Communications Commission ordered the termination of these broadcasts local residents again voiced keen disappointment.

(4) CAMPUS TELEPHONE SYSTEM

In the summer of 1948 the president, impressed with the growing complexity of campus life and the increasing burdens of administrative and instructional staffs, decided to install a fully automatic dial telephone system of fifty telephones connecting college offices. This makes it possible for each administrative official or faculty member to call any other office without the aid of an operator. Incoming calls are handled by a switchboard operator but each telephone on the College system can call the city operator direct. The added cost to the budget for this service is approximately two thousand dollars a year.

(5) COLLEGE POST OFFICE (U.S. SUB-STATION)

The post office in the College Union enables each student to receive his mail in his own lock box. In 1949 the U.S. Post Office Department contracted with the College to set up a sub-station in the College post office conducted by a college employee. The office is authorized to issue postal orders and postal notes and to register letters and insure packages.

(6) SENIOR SNEAK

In the fall of 1950 the former "Senior Sneak" gave way to an annual "Senior Retreat" or "Senior Educational Tour." Through the years the senior sneak had been falling into disrepute. It was omitted in the fall of 1949. During the postwar period the classes became so large that a "sneak" was almost impossible. In the fall of 1945 a member of the class of 1946, in an attempt to leave Kulp Hall unnoticed, required hospitalization when she chipped an ankle bone as she dropped from a first floor window. As a result of the agitation against the "sneak" the members of the class of 1951 left the campus at noon on October 12, 1950, in three busses for a three-day "educational tour" of Indiana University and Southern Indiana State Parks. This has set the pattern for subsequent "Senior Tours."

Anniversary Celebrations

With the approach of 1945 the Executive Committee approved President Miller's program to commemorate the fiftieth anniversary of the building of the Elkhart Institute on Prairie Street in 1895. The committee decided to publish a souvenir historical brochure and a new edition of the alumni directory. Fiftieth anniversary programs were held in connection with the commencement exercises April 29 and 30 and May 1, 1945, by the alumni at the annual banquet on Saturday evening, by the Mennonite Board of Education on Sunday afternoon, by the Y on Monday morning following the final chapel service, and by the administrative staff of the College on Monday evening. Several of the addresses given on the latter program and on the anniversary program arranged by the Mennonite Board of Education were printed and made available for distribution to alumni and other interested friends.

With the approach of the date for the celebration of the sixtieth anniversary of the founding of the Elkhart Institute in 1894, and the fiftieth of the founding of Goshen College in 1903, the president again planned a suitable celebration of the events. In the spring of 1953 programs were presented at the site of the Elkhart Institute in Elkhart and on the Goshen College campus where the ground had been broken for the Administration Building on June 12, 1903. At this meeting Nelson Kauffman, president of the Mennonite Board of Education, gave the principal address. Another part of the anniversary celebration held in January 1954 commemorated the dedication of the Administration Building in January 1904.

Goshen College Biblical Seminary

After the problem of accreditation by the North Central Association and debt reduction had been solved, the Bible School received special attention. Throughout the early years of the institution, first at the Elkhart Institute and then for the first forty years at Goshen College one of the problems was to provide the kind and type of Bible course that would meet the needs of students. Neither the Christian Worker's Course nor the two-year degree, Associate in Arts in Bible, ever attracted a large number of students. In September 1941 the Bible School experimented with a Bible course intended to provide a year of training in Bible for non-graduates from high school (that is a one-year course in Bible training on the college level open to mature students desiring to prepare for Christian work), and offered a one hundred dollar Bible scholarship for students registering in the course. Although enrollment

in this course never was large it afforded opportunity for several young men to continue their work in the college of liberal arts. Some of them later finished a course for a degree.

In the same year the dean of the Bible School advised that it might be desirable to extend the two-year Bachelor of Theology course to three years so that church workers could receive the equivalent of a seminary course in their own institution and yet complete their preparation in five years with two years of general education in the College of Liberal Arts followed by a three-year course in Bible. Since every year a number of Goshen College graduates attended seminaries of other churches he proposed that it would be wise to provide in the Board's central college a complete Bible course. Before the end of the academic year 1941-42 the Mennonite Board of Education approved such a course. Beginning with the academic year 1942-43 students could take the first three years of the five-year program at either Goshen or Hesston but were required to complete the last two years at Goshen. The Th.B. degree was to be conferred by Goshen. An Advisory Committee together with the Bible School faculties and the Executive Committee of the Board of Education made plans for extending the Bible School.

At the meeting of the Mennonite Board of Education in February 1944, the Board decided to appoint a dean of the Bible School at Goshen College to facilitate the expansion of the growing program of Bible instruction. When the Board divided the two offices it gave the dean the choice of remaining as dean of the College or becoming dean of the Bible School. He chose the latter and Carl Kreider, assistant professor of economics, was appointed dean of the College of Liberal Arts. The Mennonite Board of Education authorized the Bible School to assume the name "The Goshen College Biblical Seminary" in 1946.

Soon after H. S. Bender's installation as dean of the Bible School he began to experiment with a program of practical work for the Th.B. degree. During the years 1945-46 and 1946-47 approximately thirty-five Bible students engaged regularly in weekly practical work assignments under supervision, teaching Bible classes and singing classes, preaching or holding services of various kinds.

The Biblical Seminary included two curriculums—the Th.B., a three-year course in Bible following a two-year course in general education, and the B.D., introduced in 1946, a three-year graduate Bible course following graduation from College with the B.A. or B.S. degree. In 1949 the Seminary established a two-year curriculum leading to the degree Bachelor of Religious Education, based on two years of college work. This step was taken in coordination with Hesston College and

Eastern Mennonite College, so that all three schools offered substantially the same B.R.E. program.

In 1942 Goshen had twenty-three students pursuing the Th.B. training course, Hesston had nine. The young men taking the advanced Biblical and theological courses organized a "Th.B. Fellowship" which met every two weeks. The first Th.B. graduating class program was held in connection with commencement week in 1944. The Th.B. graduating class in 1946 included fourteen persons. The following table, listing those with junior standing or above, shows the growth in seminary enrollment up to 1954:

1944-45	1945-46	1946-47	1947-48	1948-49	1949-50	1950-51	1951-52	1952-53	1953-54
39	31	33	34	48	54	63	56	66	65

An encouraging feature was the trend to an increase in the number of students enrolling in the B.D. course. Encouraging also was the widely representative character of the Seminary student body representing nearly all of the district conferences of the Mennonite Church.⁷

In 1943-44 the Th.B. group, composed exclusively of men and chiefly of the upper classes, furnished a large and influential block of students for participation in the various college student activities of the year. Their presence was much appreciated and their contribution did much to stabilize the college student body in a time of considerable turnover and change.

In 1945 the dean proposed that a total of six full-time Bible teachers would be required to service the demand in Bible and philosophy at all levels, and to provide for calls from the Church for special services in the congregations. Up to the end of 1945 the Seminary operated with four teachers, expected in 1946-47 to have five and by 1947-48 would need six. The minimum staff needed for a three-year graduate theological seminary was considered to be four full-time instructors. In the Goshen College Biblical Seminary, however, instructors were asked also to carry a two-year Christian Workers curriculum and additional courses in Bible for regular college students. In view of the extra load required of instructors in the Seminary and also looking toward the early retirement of one of the members of the Seminary faculty, Dean Bender recommended a faculty of seven instructors in the Seminary.

Beginning in 1946 the Biblical Seminary has been sponsoring a special conference on evangelism. The first conference in April 1945 was planned as a study conference in which outstanding practical evangelists of the Mennonite Church, together with members of the Biblical Seminary faculty, presented discussions of various phases of the evan-

gelistic program of the Church. From forty to fifty Mennonite ministers, mostly evangelists, came to the campus for the meeting, also well attended by the Bible students. In October 1950 twenty-four seminary students, accompanied by Professor John H. Mosemann, motored to Chicago for an evangelism workshop at the Home Mission in Chicago. In line with the growing interest in lay evangelism the Biblical Seminary and the Mennonite Board of Missions and Charities sponsored a conference on lay evangelism in April 1952 and again in 1953. During the year 1951-52 the Seminary faculty made a special study of evangelism. The outcome was the adoption of a "Statement of Policy on Evangelism" as well as the introduction of certain changes in curriculum and the application of the Seminary program. The statement of policy adopted by the Seminary later was approved by the entire faculty of the College. The adoption of the policy led to the appointment of an instructor in evangelism to give special attention to the development of the evangelistic program of the Seminary.

The Seminary has been a leader in another area. Within the last quarter century historical research has rediscovered the Anabaptist conception of the Church. Thus, while the Church was rethinking the task of the ministry, the Seminary was helping to study the implications of the Anabaptist conception of the Church for the organization and work of the Church today. In line with these new emphases the faculty of the Seminary in cooperation with faculty members of the Mennonite Biblical Seminary in Chicago conducted a "Seminar on Anabaptist Theology" at the College in an all-day session in May 1949. This has since been held alternately at Goshen and Chicago at one- or two-year intervals.

For more than a decade before the middle of the century certain faculty members and certain friends of the institution sensed the need for a chapel and special quarters for the Bible School or Seminary. In his annual report to the president in 1947 the dean recommended a separate building for the Biblical Seminary, either as part of a chapel or church building, or alone. He suggested an apartment building specifically for married students. The Mennonite Board of Education authorized the erection of a Seminary Building at the annual meeting in 1951. Several sites have been under consideration.

Since the early days of the Elkhart Institute the Bible Correspondence courses have been an appreciated service to the constituency. By 1948 the Correspondence Department of the Goshen College Biblical Seminary had become an integral part of the College with a large body of correspondence Bible students living in the United States, Canada, Europe, Ethiopia, and South America. Many students passed their exam-

inations and received certificates of achievement and those who were qualified received college credit for their work. Bishop George J. Lapp, director of the Correspondence Department of the Seminary, was influential in building this part of the College beyond the experimental stage. In 1949 one hundred forty-four students were registered in the six courses being offered, and forty-four had completed the work for credit. Since the death of Bishop Lapp the work of the department has been continued by S. C. Yoder, president emeritus.

Goshen College Collegiate School of Nursing

In 1945 when the Mennonite Board of Missions and Charities contemplated building a Mennonite hospital in Elkhart County the Board of Education voted to establish the Goshen College School of Nursing. When a state-controlled county-wide hospital service superseded this plan, Elkhart County invited the Mennonite Church and Goshen College to establish a Collegiate School of Nursing in the enlarged hospital and public health facilities for the county. Late in 1948 forty Mennonite ministers and deacons of northern Indiana, after a thorough review of the proposal, agreed that the plan was feasible. Then the Mennonite Board of Education and the Board of Directors of the Elkhart General Hospital appointed a committee known as the Counselling and Co-ordinating Committee to set up a working agreement between Goshen College and the Elkhart Hospital regarding the establishment of a collegiate school of nursing at Goshen College. President Miller was elected chairman of the Committee. Several members of the staff of the School of Nursing have stated that but for the president's vision and foresight it is doubtful that the Mennonite Church would have a collegiate school of nursing. Upon the recommendation of this committee, the Elkhart General Hospital appointed Esther Widmer director of nursing services at the Elkhart Hospital.

During the summer of 1950 the College equipped a nursing arts laboratory in what was formerly "the old art room" south of the corridor in the basement of Science Hall. On August 14, 1950, the first class of eight students began their studies. After a two-week period of instruction and training in drugs and solutions and the nursing arts, they and their instructors spent part of their time at the Elkhart General Hospital. The students roomed on the campus and made daily trips to Elkhart in a newly purchased nine-passenger DeSoto Suburban 1947 model. For certain specialized experience the Goshen College School of Nursing has affiliations with the Cook County School of Nursing in Chicago in pediatrics, Healthwin Hospital in South Bend in tuberculosis, and with the

Dr. Norman Beatty Hospital at Westville, Indiana, for psychiatric clinical experience. The Goshen College administration has received satisfactory reports on its students from the affiliated schools. In 1953 when the first graduating class took their State Board examinations for the R.N. they ranked second among the nursing schools of the State.

Soon after the beginning of the second semester of the sophomore year the Goshen College School of Nursing honors the student nurses with a beautiful ceremony, a candlelighting service, which takes the place of the capping service in the traditional school of nursing. This service marks a special commitment or consecration to the task of bedside nursing. An audience of five hundred was present for the second annual Candlelighting Service held in the Union Auditorium in 1952.

The curriculum extending over forty-seven months in four calendar years leads to the degree Bachelor of Science in Nursing at Goshen College. Following completion of the course the student is eligible to write the State Board examination for licensure as a registered nurse. At first the school planned to accommodate twenty students in each class but has found it feasible to increase this number. Thirteen students made up the second class and twenty-two the third. In September 1952 thirty-two students enrolled in the pre-nursing curriculum and thirty-five in 1953. Friends of Goshen College have set aside a five thousand dollar student nurses fund to be available for loans to students registered in the School of Nursing.

In December 1951 the Executive Committee of the Mennonite Board of Education appointed Miss Orpah Mosemann director of the Goshen College School of Nursing instead of acting director, her title since the organization of the School in 1950. On July 1, 1952, Governor Henry F. Schricker of the State of Indiana appointed Miss Mosemann to membership on the Indiana State Board of Nurses' Registration and Nursing Education.

Since its organization the School of Nursing has enjoyed full accreditation by the Indiana State Board. In 1952 the School was given temporary accreditation for a five-year period with the National Nursing Accrediting Service and during the year 1953-54 was conducting a study preparatory to applying for full accreditation. Indiana has twenty-four nursing schools. Goshen College is one of fifteen which have been temporarily accredited by the National Nursing Accrediting Service.

In 1952 the Executive Committee of the Mennonite Board of Education appointed a Nurses Residence and Nursing School Planning Committee for a building to be erected on the Goshen College campus. It is to contain an educational unit on the first floor and dormitory

rooms on the second and third. The site contemplated for the nursing school building is west of Main Street and north of High Park Avenue almost opposite the new Goshen hospital. A campaign to raise a \$175,000 building fund began early in 1954. On August 9, \$250,000 were available for this purpose.

Department of Teacher Education Accredited

The College took a forward educational step in February 1954 when the Department of Teacher Education achieved accreditation by the American Association of Colleges of Teacher Education. For some time Dr. Hertzler had been urging application for accreditation. After a vast amount of study in preparation of the application by the various members of the division and by the personnel officials the study committee headed by Acting Dean Karl Massanari submitted schedules to the Association. The examiners spent several days on the campus inspecting the library, practice teaching facilities, physical plant, educational preparation of the instructional staff, personnel organization and administration, and other aspects of the work and ideals of the institution as a whole. In their report recommending accreditation the examiners spoke in terms of the highest praise of the system of personnel guidance and administration developed by President Miller and the personnel deans, Atlee Beechy and Miss Viola M. Good. One of the major advantages of accreditation is that graduates of Goshen College are accepted without question for teacher certification in any state. Some states, Kansas for instance, consider no applicants for certification except graduates from an institution accredited by the AACTE.

New Problems of Accreditation

The organization of the Biblical Seminary as a separate educational unit with a separate dean brought new problems regarding N.C.A. accreditation. The 1941 N.C.A. rating was based on one school with one dean and a student body of about three hundred. But after the College organized the Biblical Seminary as a separate unit with its own dean the North Central Association placed Goshen in a higher class (Group III). This meant that Goshen College was now classed with larger schools. The new rating placed the College especially low in the areas of faculty salary and in the amount of money which Goshen College spent each year to educate students. In other words according to N.C.A. standards the new Goshen College of 1946 was attempting to operate on too low a budget. The new rating brought a very real need for better housing, more classroom space, more books in the library, and an enlarged staff.

(1) STATUS OF THE SEMINARY

In discussing this problem with the Mennonite Board of Education President Miller pointed out several directions in which the College might move. They might reconsider their decision to offer the B.D. degree and make the dean of the Bible School a director responsible to the dean of the College in the same manner as the director of teacher training or they might divorce the Bible School from the College permitting it to build up its own organization, plant, and buildings and raise its own funds for scholarships and operating expenses. Or the College might go ahead with the plan they had undertaken in the hope that as they were asked to meet each new step necessary to retain accreditation they would be able to do so. The president proposed to the faculty that the College follow course three and that they proceed with courage, patience, and prayer. The faculty approved this recommendation.

(2) STUDENT-FACULTY RATIO

During the year 1946-47 with thirty-four full-time instructors serving as regular members of the faculty the College employed eight part-time persons to help care for additional needs. The student-faculty ratio for the year 1945-46 was 12.4. This was fairly satisfactory. But a rough estimate of the ratio for the 1946-47 year approximated sixteen. The North Central Association standards list a ratio of sixteen students to one instructor as "unsatisfactory." In September 1947 when the College was asked to submit a report on its finances as a regular part of the six-year cycle they were asked also to submit a report covering the other two areas, faculty and library, because of the reclassification and consequent low scores in several areas.

In 1947-48 the percentile rating on faculty degrees was lower because of the addition of instructors who did not have graduate degrees and because the North Central Association had decided to consider doctor's degrees in theology only as the degree Master of Arts. In 1949 Dean Kreider pointed out that the student-faculty ratio was too high. Many classes were too large. Sixty-nine Goshen College classes were too large in 1947 and sixty-two in 1948. He pointed out that in order to change the Goshen College ratio to the highest figure which the North Central Association considered to be acceptable (one faculty member to fourteen students), it would be necessary to add five additional faculty members to the staff or to reduce the student body by seventy. Other colleges were having difficulty with the student-faculty ratio on account of the bulge in enrollment brought on by the war. The following

table indicates the student-faculty ratio in the average institution in the N.C.A. from 1948-49 to 1953:

1948-49	1949-50	1950-51	1951-52	1952-53
16.5	15.2	13.6	13.4	12.8

In 1953 the administration met the problem of an unsatisfactory student-faculty ratio by employing six new instructors and one assistant professor. However, one assistant professor had resigned; three assistant professors and three professors were on leave.

In addition to the unsatisfactory ratings on finances and on faculty it was feared that the College could not pass inspection on its physical plant. The North Central Association examiners in 1941 had pointed out the unsatisfactory nature of the gymnasium when the College enrolled only two hundred ninety-two students. If the College were to be inspected now (1947) with a student body of five hundred fifty this lack of physical plant might well serve to keep the College from receiving continued accreditation.

(3) INCREASE IN EDUCATIONAL EXPENDITURE PER STUDENT

In an effort to meet some of the new standards required by the North Central Association salaries of faculty and staff were raised twenty-five per cent during the year 1947-48 and again ten per cent during 1948-49. By these and other less significant means the College raised the per student educational expenditures from two hundred ninety-two dollars in 1946-47 to three hundred thirty-five dollars in the year 1947-48. The N.C.A. informed the administration that this figure still was lower than the average Group Three institution in the Association.

Religious Life Studies

In his first annual report to the Mennonite Board of Education President Miller asserted, "This then is our real task, and we have an unending road ahead. We must be helpful to every student. His or her personal need must be our constant concern. We are in consequence attempting continually to make our curricular courses, our non-curricular activities, our testing program, our counseling procedures, our religious activities serve the individual student." Throughout his administration this was the keynote of his program.

The president and the faculty have studied and planned and experimented with various techniques to guide the individual student into an experience with his Lord that would give him personal satisfaction, inspire a deep sense of loyalty to the Church, and lead him into a life of service. The president and a committee especially appointed for that purpose, the Religious Life Committee, plan special meetings and

regular activities on the campus to bring the unsaved to Christ and to provide Christian growth in those who are already following Him. For the past dozen years or more the religious counselor, the dean of the Seminary, the pastor of the College congregation, and the personnel deans have served on this committee. It has played a major role in planning the religious events and activities.

In 1945 the president reported to the Board that "there is good interest on the part of our students in the work of the Mennonite Church. Many confess to a new appreciation of the Church as they understand better the Biblical basis of her principles and practices and become acquainted with her leadership and activities. There is a growing readiness to definite commitment to the work of the Church. Among our students there are now some fifty students who regularly teach in mission Sunday school classes, take part in extension and visitation work, serve in handling canned goods or clothing for relief, or teach Bible classes in surrounding high schools on a volunteer basis". . . .

Religious meetings, programs, and activities of many kinds, daily, weekly, and monthly assist in keeping before students and faculty the claims of Christ on the life and energies of the individual. Before the beginning of the year the faculty members and their children meet in a three-day retreat for fellowship, meditation and prayer, and discussion of the problems of the school. The first retreat was held at Camp Mack in 1939. Subsequent retreats have usually been held at Little Eden Camp in Michigan.

Some of the Y committees also meet on the campus at the beginning of the school year to plan the activities for the first days of school. Then with the beginning of the year come daily chapel, many types of weekly prayer meetings, Christian Workers Band, Foreign Missions Fellowship, Seminary Fellowship, extension Sunday schools, visitation of shut-ins, preaching appointments, Gospel team tours, peace teams, Nonconformity Week, Christian Life Conference, Conference on Evangelism, special Bible lectures, evangelistic meetings, special day of prayer, Y retreat, annual drive for relief and missions, missionary conference, monthly vesper services, and many other activities of lesser importance. Many of these are planned cooperatively by the College and the Y.

The influence of President Miller has weighed in preparing young Mennonites for foreign missionary service. He has served as sponsor of the Foreign Missions Fellowship and has had an important part in planning the annual Missionary Conference and the annual missionary drive. Missionaries serving in Japan, in the Argentine Chaco, and in India received inspiration for foreign service under his guidance.

One of the most searching and fruitful exercises beginning in 1945 and extending for several years was a religious welfare survey of the entire institution. This survey, started at the request of the Mennonite Board of Education, was administered on the Goshen College campus by the Religious Welfare Survey Committee of the faculty who spent four years of intensive work on the project. A large share of the time of the faculty meetings from January 1950 to February 1951 was devoted to this survey. The final report is a document of over twelve hundred closely typed pages. Copies of the report were made available to members of the Board.

One outcome of the religious survey was the formulation and acceptance by the faculty of a "Concept of the Philosophy of Christian Education of Goshen College." The experience of pointing up the objectives of the College in a concise two-hundred-fifty-word statement was in itself a means of bringing the faculty nearer to Christ. After concluding that the essence of Christianity as interpreted in the Scriptures is discipleship, the faculty interpreted discipleship to mean the transforming of the whole life after Christ. The faculty agreed that a life thus committed cannot be segmented into secular and nonsecular compartments. On the basis of these two propositions they concluded that "the entire program of Goshen College should plan to help students to know Christ as Saviour and Lord and to become effective witnesses for Him."

The faculty decided to institute near the beginning of the year a week end of spiritual life talks to bring into focus early in the school year the claims of Christ on the life and interests of the individual. In 1942 this period was designated as a special week of prayer. An outside speaker gave a daily address in chapel and the Y.P.C.A. organized prayer groups in each of the residence halls every evening before the evening service. Following a meeting with the evangelist the prayer group leaders met with their respective groups for a half hour of meditation and prayer. The faculty met for prayer at the same time. Inspiring morning and evening messages on Sunday and a testimony meeting in the evening climaxed the week's activities. The evangelist who conducted the series of meetings in the following year was so impressed with the spirit of students and faculty that he wrote a long article for one of the church periodicals. He pointed out among other things the humility and sincerity of the student body and the full cooperation and support of the faculty. After stating that "the manifest presence and power of the Lord was realized from the first meeting to the last," he spoke of the contribution made by the "thirty-three prayer

meetings conducted throughout the campus every evening by the faculty and student body." In 1940 Paul Mininger was asked to devote half of his time to religious counseling and directing the extension program of the College and given a private office in the personnel department.

The Goshen College congregation continues to play a vital part in the religious life of the College community. It is furnishing a church home for the faculty members and their children as well as providing Sunday school facilities, Sunday morning worship service, a midweek prayer meeting, evening services, and vesper services. The *Mennonite Yearbook and Directory* for 1954 gives the membership of the congregation as five hundred three. The business of the congregation is in the hands of a Board of Trustees and a Church Council. The latter consists of the ministers of the congregation and members elected by the congregation. The president of the College is a member ex officio of the Council. The bishop of the congregation until 1943 was D. D. Miller of Middlebury. After his resignation the congregation chose Bishop Sanford C. Yoder. In 1943 when he requested assistance in the pastorate the congregation chose Levi C. Hartzler deacon. In 1954 Bishop Yoder suggested that the congregation choose someone to assume the duties of the bishop's office.

In 1950 the College congregation called Professor John H. Mosemann to the pastorate and the College relieved him of one half of his teaching load so that he could devote time to pastoral duties. In the same year at the annual business meeting the congregation voted to hold church and Sunday school services in the eastern half of the Auditorium of the College Union. The congregation is now supporting six full-time foreign missionaries. The students in addition to what they contribute in the Y mission drive give partial support to other missionary causes through their Sunday school classes.

Growth of the Faculty Since 1940

Among President Miller's more significant contributions to the college program has been the assembling of a group of young administrators and instructors who form a working team unexcelled in church-related colleges of the size of Goshen. Of the twenty faculty members holding the doctor's degree with professorial rank he has added four since 1946; also the two associate professors with the master's degree. Of the twenty-three assistant professors all but six have joined the staff since he became president in 1940. The ten with the rank of instructor, all have come since 1950. Of the twelve members of the ad-

ministrative staff with faculty status only the college physician and the field secretary were connected with the College before 1947.

During the year 1950-51 President and Mrs. Miller accepted an assignment in the Far East where the president served as area supervisor for the MCC. Dean Carl Kreider served as acting president during his absence. One of the latter's major achievements was to assist Miss Orpah Mosemann, director of the School of Nursing, in securing preliminary accreditation for that school. After the president's return to the campus the dean was asked to serve as dean of the college of liberal arts of International Christian University in Japan. During Kreider's absence Dr. Karl Massanari, professor of education, served as acting dean. Atlee Beechy, dean of men; Leland Bachman, business manager; Acting Dean Massanari, and Ralph Gunden, controller, ably supported the president in the increasing administrative burdens of the growing institution.

Fruitful Period of Service Closes

With the end of the academic year 1953-54 and the summer session of 1954 President Miller's administration came to a close. At its annual meeting in Nappanee, Indiana, in September 1953, the Mennonite Board of Education elected Paul Mininger (Ph.D., University of Pennsylvania, 1949) president of Goshen College. He succeeded Miller to the presidency on August 9, the end of the summer session. He spent the second semester 1953-54 studying college administration at Columbia University under Professor Karl Bigelow, professor of higher education. He also visited a number of church-related colleges with problems similar to Goshen's. During the summer he recalled Dean Kreider from Japan for conferences with division heads, faculty groups, and administrative officers for long-range planning on additions to the faculty, new buildings and facilities, and related matters.

The Board retained President Miller on the faculty with the title, professor of education. He was granted a leave of absence for service under the MCC in its mental health program recruiting, placing, and managing personnel with an office in the Mutual Aid Building in Goshen.

In 1952 Bethel College conferred the honorary degree of Doctor of Divinity on President Miller in consideration of his outstanding contribution to the educational and religious work and activity of the Mennonite Church. The closing paragraphs of the citation read at that time point out some of the major results of his efforts.

"Since 1940, he has been the president of Goshen College. Under his able leadership Goshen College became a member of the North

Central Association of Colleges and Universities and rose to a place of prominence among Christian liberal arts colleges.

"In 1942, when the Federal Government tried to marshall all American educational institutions behind the war effort, President Miller helped in organizing, and served as the first president of, the Council of Mennonite and Affiliated Colleges, an organization which has brought our Mennonite colleges together in active cooperation, which has sponsored such significant projects as the Foreign Student Exchange Program, and which, in general, represents a step toward a united Mennonite Church.

"Reviewing these and other aspects of President Miller's life, it is evident that he has contributed significantly to the cause of Christian Education both here and abroad, that he has made persistent and successful efforts at maintaining the uniqueness of our Mennonite tradition without sacrificing a perspective of world-wide service and responsibility, and that he has effectively promoted much-needed cooperation among the various branches of Mennonites. It is for these reasons, Mr. President, that the faculty and the board have seen fit to recommend President Miller for the honorary degree of Doctor of Divinity."

1. The full text of the "Concept of the Philosophy of Christian Education for Goshen College" reads as follows:

"Goshen College seeks to provide educational experiences which will enable students to live harmonious, purposeful, and socially responsible lives in the spirit of Christ. The guiding principle in determining the values which the faculty considers most worth striving for in personal and group living is the concept that the essence of Christianity, as set forth in the Scriptures, is discipleship, the transforming of the whole life after Christ. This Christian discipleship is to be expressed in human relations, in the use of time, energy, material resources, and in devotion to the church and its mission. The spirit of brotherhood is to be practiced in all personal and group relationships. Life is to be lived with friend or foe according to the ethic of the love of Christ who came not to be ministered unto, but to minister.

"Life thus committed to the way of Christ cannot be segmented into secular and non-secular compartments. The whole of life is lived in the context of commitment to the will of God; and therefore, every activity, whether work, recreation, social fellowship, prayer, or meditation, has spiritual significance. The highest expression of faith in Christ who is the way, the truth, and the life, will be found in loving, sacrificial service to one's fellow men. A belief in the inseparability of faith and life means that in Christian education, living and learning, and content and method, cannot be separated. The entire program of Goshen College is planned to help students to know Christ as Saviour and Lord and to become effective witnesses for Him to a sensate world replete with economic greed, hate, and warfare."

2. The students had used a similar plan to raise money to build the gymnasium in 1921.

3. The printed proceedings are available in the libraries of the cooperating institutions.

4. For a complete account of the educational work of CPS men see Melvin Gingerich, *Service for Peace* (1949), pp. 302-11.

5. *Ibid.*, p. 302.

6. Of the students coming from Europe to study in American Mennonite colleges, six planned to come to Goshen: four from Holland, two men and two women, and two other

young men, a Belgian pre-engineering student and a Waldensian from Italy interested in the theological course. In addition to these, Goshen College welcomed five Puerto Ricans, three men and two women, who came to Goshen as a result of the fine work done in that island by the La Plata CPS Unit. Three came from Argentina and four from India, six of them children of missionaries and one a missionary on furlough.

7. The following figures represent the approximate number of active church workers at one time enrolled at Goshen and Hesston Colleges:

- a. Ordained ministers, bishops, and deacons—187.
- b. Foreign missionaries—63.
- c. Home missionaries—54.
- d. Other general church workers—117.

This includes only workers regularly stationed in the Church and her institutions and not the large number of Sunday school, Y.P.B.M., and summer Bible school workers.

Chapter VII

Extracurricular Activities and Organizations

From the beginning both at the Elkhart Institute and at Goshen College extracurricular activities have had an important part in significant phases of student life. At first the only organized extracurricular activities were music and literary. After N. E. Byers became principal in 1898 he organized the Young People's Christian Association. Later came the four academy class organizations and the four literary societies—the Aurora Society and the Coming Men of America Debating Club for men, and the Avon and the Vesperian Literary Societies for women. In the fall of 1900 the students organized the "Elkhart Institute Athletic Association" with J. W. Yoder as president. Early in 1901 Leila G. Munsell and J. W. Yoder organized the Elkhart Institute Tennis Association "for the social and physical development of the young women in the Elkhart Institute." The young men were admitted to associate membership! Much of the interest in tennis at Goshen College was the result of this early effort. The only other extracurricular activity at the Institute was editing the eight-page school paper, "The Institute Monthly," by a student-faculty staff. The editor and business manager frequently were faculty members and the remainder of the staff, students.

After the Elkhart Institute became Goshen College the extracurricular activities were continued and new organizations added. By 1908 the list included two college and four academy classes, four literary societies, the Y.P.C.A. with a men's and women's cabinet, Student's Library Association, Student's Lecture Board, Athletic Association, Tennis Association, Record staff with a faculty member as editor and a large staff of student assistants; the College annual, *The Reflector*, with a staff of five, one faculty member and four students; the Apollo Circle, the Volunteer Band, and the Student's Council with President N. E. Byers, chairman ex-officio, and one representative from each of the student organizations except the Y which had one representative from the men's cabinet and one from the women's. Forensic activities were conducted under the Department of Oratory but an oratorical society was organized later.

In addition to the above a volunteer student fire department deserves mention. The city of Goshen furnished a hose cart and several hundred feet of hose, as well as an extension ladder reaching the third story of the Administration Building. The faculty appointed H. L. Rickert chairman of the committee for organization. The young men of the College also organized a chapter of the Intercollegiate Prohibition Association. A more recent development is the organization of a considerable number of departmental clubs, some of them of a semi-curricular nature, and a few special interest groups like the Audubon Society, Camera Clique, and others.

Student Religious Life and Organizations

From the beginning J. S. Coffman's conception of the Elkhart Institute was that it should become a mighty force in the upbuilding of the Mennonite Church and in the spread of the Gospel. When he was not out of the city on an evangelistic tour or in the interests of the Institute he was a frequent chapel speaker. Students and faculty members loved and admired this refined, cultured Christian with his lucid, fervent interpretations of the Holy Scriptures. It is not surprising that the catalog of the Elkhart Institute for 1896 states that "one of the most important features of the school is the effort to impress upon a student the claim and benefits of a Christian education. The daily devotional exercises, which each student is required to attend, will combine, in measure for all the students, practical Christian teaching with intellectual training. The Bible Department will afford special advantages in this line to the students who take this course of study. The aim is not to be sectarian in any sense, but to be positively and emphatically Christian in administration and work."

Some time before 1897 when Coffman invited N. E. Byers to accept the principalship of the Elkhart Institute, his proposition met with a sympathetic response because Byers, after attending a student volunteer convention, concluded that churches depended on college graduates for foreign mission work. In connection with his Y.M.C.A. work at Northwestern University he had come under the spell of the teaching of John R. Mott and Robert E. Speer. Coffman as well as Byers felt that the latter could do more for the missionary cause in the Mennonite Church by training missionaries in a Mennonite college than he could by going to the field himself. Accordingly, when Byers came to the Elkhart Institute as principal in 1898 he had in mind two purposes: to develop a school that would be academically respectable and to provide a training school for missionaries and church workers. He

and J. S. Hartzler outlined the Bible courses for the benefit of those who wished to prepare themselves for more efficient work in the Sunday school and Young People's Meeting, in missions and in the Church.

One of Byers' major concerns was to continue and strengthen the church-centered religious program fostered by J. S. Coffman. Himself of a deeply spiritual nature Byers felt that religious experience should be a vital part of a student's life, that nothing was so important as supreme loyalty to Jesus Christ, that such a relationship could afford the student the highest and purest enjoyment and that it served as a powerful restraining moral influence in the student body. Principal Byers drew his inspiration for these religious exercises and beliefs from three major sources: the teachings and example of J. S. Coffman, the example of his uncles, the Ebersole brothers, and probably most of all from such outstanding student leaders as John R. Mott and Robert E. Speer. As an undergraduate student at Northwestern University he had been a leader in the religious work and program of the Y.M.C.A. He knew what it meant to a student to attend conferences conducted by outstanding Christian leaders.

(1) ORGANIZATION OF THE Y

Believing that an organized body could do more successful work in winning souls for Christ and preparing them for service in the Church he assisted the students and faculty in organizing the Young People's Christian Association in 1898 and served as its first president. At its first meeting the Association pledged support for an orphan in India under the control of the missionaries J. A. Ressler and Dr. Page. During the following summer I. R. Detweiler president of the Y attended the Y.M.C.A. Conference at Lake Geneva to receive special help in conducting the religious work at the Institute. New students were met at the railroad station by the personal work committee who spared no pains to make them feel at home. At the first devotional meeting on September 5, 1899, the students discussed the subject of daily devotional Bible study with weekly recitations carried as an extracurricular activity. Two students attended the Y.M.C.A. Convention at Lake Geneva during the summer of 1900, one of them being the treasurer elected for the next year. At his suggestion the Y adopted a plan of systematic giving to the work of the Association. Each student and faculty member gave his name to the treasurer pledging a stated amount each week. The collection was taken at the door after each weekly devotional meeting. The same system was continued throughout the next year.

After the death of J. S. Coffman in 1899 Principal Byers was careful to work with the ministers of the Prairie Street congregation. In spite of the bitter struggle for control of the Elkhart Institute Association at the annual meeting of the Board a few weeks earlier Byers secured Bishop John F. Funk to give the opening address at the beginning of the first term in 1898. The Prairie Street ministers spoke in the weekly devotional meeting and in the daily chapel exercises.

(2) THE STUDENT DEVOTIONAL MEETING

The weekly devotional meeting proved a powerful instrument in molding student opinion and developing Christian character and it afforded opportunity for expressing religious convictions, ideals, and concepts. This meeting, entirely in the hands of students when they met week after week for prayer, praise, and admonition, brought to them a spiritual benefit that many felt could not come from any other type of meeting. The last devotional meeting of the Y.P.C.A. at the end of the school year always was a high point in the life of the institution. The subject of one such "last devotional meeting of the Y.P.C.A." was "Life's Duties; Are We Better Prepared to Meet Them than When We Entered School This Year?" In those days the last chapel service was a separate meeting from the last student devotional meeting. Among the helpful influences of the school most frequently mentioned in these closing devotional meetings was the benefit the students had received from the religious atmosphere of the Institute, noticeable in all the work of the school. They also spoke highly of the social life of the Institute.

The Y conducted Bible study classes and mission study classes, taught in the earlier years by faculty members but later by students. Some students whose carefully prescribed program in the academic courses did not leave room for studying the regular Bible courses still look back to the Saturday evening classes in the "Life of Christ," "Old Testament Characters," and "Acts and Epistles" taught by Principal N. E. Byers, as among the most valuable educational experiences of their entire college career. Most of the students enrolled in mission study and Bible classes conducted by the Y. One object of the courses was to encourage daily devotional Bible study among the students.

In a quiet, unobtrusive way N. E. Byers brought many speakers of note to the campus. One such speaker, B. L. St. John, traveling secretary of the Student Volunteer Movement for Foreign Missions, visited the Institute in September 1898 to press the claims of foreign missions on student plans and interests.

(3) EYE-OPENING STUDENT CONFERENCES

While they had been students at their respective universities both N. E. Byers and C. Henry Smith had attended the Y.M.C.A. Conference at Lake Geneva. In the spring of 1899 before any Elkhart students had attended this conference both Byers and Smith spoke in the devotional meeting of the Y.P.C.A. on "Nature and Influence of the Lake Geneva Conference." They pointed out that its influence leads to self-examination, an overcoming struggle, and a greater enjoyment of the Christian life. At the conclusion of their talk the Y appointed a committee to raise funds to send a delegate to the Conference. In 1900-01 the Y sent its president and its treasurer to the State Y.M.C.A. Convention at New Albany. Suggestions received at these conferences enabled the students to carry much of the burden of the extracurricular religious activities. Students of the Institute were much interested in the fourth convention of the Student Volunteer Movement held at Toronto, Canada, February 26 to March 2, 1902. I. R. Detweiler and R. R. Ebersole attended the convention.

Byers was careful not to emphasize general missionary work and general church work at the expense of work in and for the Mennonite Church. In June 1900 he made careful plans for a missionary conference on the campus and invited M. S. Steiner, president of the Mennonite Board of Charitable Homes and Missions, to preach the baccalaureate sermon a few days before the missionary conference. In 1900 one of the students after attending the Institute for two terms decided to engage in mission work at the Home Mission in Chicago. Before the end of the school year 1899-1900 Jacob Burkhard and Mary M. Yoder, two of the students in the Bible Department, expressed their intention to devote their life to mission work in India. Their marriage at the Prairie Street Mennonite Church on Wednesday, April 18, 1900, was the first "Institute wedding." Friends of the Institute had long prayed that the school might become a place for training those who would carry the Gospel into heathen lands. The missionary committee of the Mennonite Evangelizing Board visited the campus during the spring following the marriage of Jacob and Mary Burkhard to examine candidates for the foreign field. A number were accepted tentatively pending further preparation.

A few months after the Burkhard's sailed for India M. C. Lapp, former assistant superintendent of the Chicago mission, entered school for a short Bible course and a commercial course preparatory to doing mission work in India. J. A. Ressler, first missionary to India, insisted that he needed help at once but he also advised volunteers to secure the

best possible educational preparation of all kinds before they came to India. The Burkhardts were followed by I. R. Detweiler and Bertha Zook, on September 6, 1902.

Students and faculty members of the Elkhart Institute took an intense interest in the union revival services conducted in the city of Elkhart by Evangelist Biederwolf and Dr. Wilbur Chapman in the fall of 1900. Meetings continued for nearly three weeks in a large tabernacle. Many of the students joined the choir in charge of Professor W. S. Weeden. These meetings were followed by Daniel Kauffman's meetings at the Institute about two months later.¹

The faculty of the Elkhart Institute encouraged student interest and participation in revival services held at the Prairie Street Mennonite Church and, during the period of difficulty in the Prairie Street congregation, in Institute Hall. Student activities such as literary society meetings were suspended.

(4) THE Y AT GOSHEN

After the school moved to Goshen the strongest, most powerful, and permanently most useful organization on the campus was the Y.P.C.A. The school year 1904-05 might be taken as representative of the religious activities of the students. In that year the Y.P.C.A. cabinet consisted of the officers of the Y and the chairman of the following committees: Bible study, devotional meeting, missionary, finance, social, and membership. Ninety-five per cent of the students were members of the Association, making a total enrollment of one hundred thirty-four. The average attendance at the weekly devotional meetings was seventy-eight. The Bible Study Committee solicited each student to take part in daily devotional Bible study. These classes were held on Saturday evening; the average attendance was about eighty. Five mission study classes were organized during the year, three in the fall, and two in the winter term. Nine students united with the Volunteer Band.

In 1904 the finance committee of the Y introduced the budget system. Each committee was given a fixed amount for the promotion of its work. This was continued in 1905. At the end of the year, the Y joined the congregation at Goshen College and the College Sunday School, in raising two hundred dollars a year to support a missionary in India.

In June 1905 six young men from the College including the president of the Y for the next year, attended the annual student conference for college men at Lake Geneva, Wisconsin. Since most of the work of the Y.M.C.A. among students is the holding of religious meetings and

conducting devotional Bible study and mission study, these subjects received major consideration at the conference. Students met daily in devotional Bible classes. They spent the first hour of the forenoon program in groups of ten or twelve studying some part of the Bible. Eminent Bible students gave public addresses on Bible study and conducted open conference on methods of organizing and conducting devotional Bible classes among college students. Mission study classes also met daily. The conference also provided daily talks on personal evangelism, full of help and suggestions to influence and bring men into the Kingdom by personal contact and work. The conference left a deep imprint not only on the young men who attended the conference but on the social and religious life at the College. Talks with enthusiastic, intelligent, young Christian men, personal talks with conference leaders, hours of devotion, the "morning watch" in some secluded spot along the lake shore, all these with the silent influence of nature at its best had a profound influence on the lives of the Goshen College representatives.

Equally enthusiastic were the reports of the Lakeside, Ohio, Women's Student Convention in the same summer. Miss Anna Kauffman, a faculty member, and five student leaders were the third largest delegation at the Convention. The young women felt that they left Lakeside and turned to the coming year's religious work at Goshen College with broader views of life, deeper insight into Bible truths, warmer sympathy for fellow students, and a keener sense of appreciation for the life and work of the Church. The Goshen representatives were thrilled by coming in contact with girls of brilliant minds and rare talent who were willing to give all to the extension of Christ's Kingdom, women who were really unselfish, who proved it was possible to be a Christian and a good student at the same time.

During the year 1905-06 under the presidency of A. M. Hess the Y.P.C.A. took great interest in the State and National organizations. Seventeen young men attending the State Convention of the Y.M.C.A. at Fort Wayne returned with enthusiastic reports. Six young women attended the State Y.W.C.A. Convention. The Y.P.C.A. also sent a delegation of four to the National Convention held at Nashville, Tennessee. Attendance at these meetings filled them with enthusiasm by giving them a view of the world-wide movement.²

From the contacts with other Christian organizations the Goshen student leaders of the Y learned the advantage of having separate organizations for men and women. At the reorganization of the Y in the spring of 1906 A. M. Hess urged the students to secure the advantage of

separate organization and at the same time to retain the united organization by choosing separate cabinets for men and women in a single unit called the Young People's Christian Association. The organization completed by the students in 1906 continued for some years with minor modifications.³

In 1909-10 the Y appropriated seventy-five dollars for the support of M. C. Lehman, missionary in India. During the year a new feature was inaugurated. Sunday evening meetings, quite well attended, were held at Waterford, one and one-half miles from the College.

During the summer of 1911 the Y sent the usual delegation to the Lake Geneva Y.M.C.A. Conference. When they returned they spoke very highly of the strong spiritual tone of the various sections. The conference had been made especially strong by the presence of a number of the world's greatest student leaders. Among them were John R. Mott, Robert E. Speer, Dr. C. A. Barbour, and Bishop McDowell. These contacts strengthened the spiritual life of the campus.

The impressions that students brought with them from the conferences exerted a wholesome influence on campus spirit and activities during the following years. Students were made aware of new avenues of service and began to explore new ways of extending the Kingdom. One unlooked for, undesirable outcome resulted from this new vision: when some of the young men and women could not immediately find their way into service within the Mennonite Church, they unintentionally and in many cases unwittingly drifted away from the Church. They had developed a feeling of profound loyalty to the Church during their student days at the Elkhart Institute and Goshen College and had decided that whatever difficulties they encountered or misunderstandings came in their way they never would leave the Mennonite Church. But their work and their cultural interests gradually led them in that direction. This in turn made many of the church leaders suspicious of the College because it seemed to them that education almost inevitably disintegrated church loyalty and the determination to work with the church leaders. They failed to sense that the difference was cultural rather than religious or theological. To many of the young people, it seemed that the Church did not appreciate them, that the new enthusiasm and broader vision that they had gained at Goshen College actually stood in the way of serving the Mennonite Church. These attitudes proved a source of major misunderstanding and separation between the Church and the College in later years.

Principal Byers took active interest in the evangelistic meetings held by the College congregation. The Y cooperated by encouraging

student attendance and by conducting prayer meetings. Extracurricular activity on the campus was suspended during the time of the meetings. The literary societies did not meet at all for a period of three weeks. Before each evening service, groups of interested persons met in various places to pray for the outpouring of the Spirit upon the meetings and for the conversion of the unsaved.

In 1907 the opening of the Winter Bible Term found the city of Goshen engaged in union services for four weeks or more. The churches which did not take an active part in the union meeting held evangelistic meetings at their respective places of worship. During the meetings held at Goshen College eighteen persons of whom sixteen were students accepted Christ. M. S. Steiner preached his usual convincing sermons. Since he could not stay beyond one week I. W. Royer conducted the meetings for several evenings more. During these religious efforts, President Byers in an address to the students stated that he considered it a "waste of time and money if a student should finish any prescribed course at Goshen College and not during that time be led to make a decision to lead a Christian life."

(5) DURING PRESIDENT HARTZLER'S ADMINISTRATION

Missionary and religious interest continued strong throughout President Hartzler's administration. In the spring of 1915 the Y conducted eleven voluntary mission study classes for men and women with a total enrollment of almost one hundred. The Y helped to plan the annual revival meetings and organized a definite campaign to create interest in the meetings and a devotional atmosphere in the institution. The entire student body and the resident members of the College congregation met in small prayer groups each evening immediately before the regular services. The Y sent announcements of the meetings to various pastors of the constituency to solicit their interest and prayers. In February 1917 I. W. Royer conducted the meetings.

Although the war limited the number of men available for Gospel team work during the Christmas vacation in 1917, the Y committee succeeded in sending out two teams, one to the Lima Mission at Lima, Ohio, and the other to East Lewistown, Mahoning County, Ohio. Several weeks before the laymen's missionary conference in Chicago, faculty and students under the direction of the Y put on a campaign for a "war friendship fund" in the Thursday morning chapel service. Detailed preparations had been made and after stirring speeches by President Hartzler and by Jesse N. Smucker, president of the Y.P.C.A., and a prayer by A. E. Kreider, the Y began to take subscriptions. Secretaries were on hand to

record the subscriptions as they came in, a stenographer was busy on the adding machine, a thermometer was marked for a seven hundred dollar goal with one thousand dollars the top limit. In a few minutes the one thousand dollar thermometer was shattered and the secretaries were overwhelmed by the mass of subscriptions. The final tabulations showed one thousand two hundred seventy-two dollars subscribed by one hundred fifty-five persons in less than ten minutes.

(6) IN PRESIDENT LAPP'S ADMINISTRATION

In President Lapp's annual report for the year 1918-19 he mentioned the growth of interest in mission and Bible study classes with an enrollment of ninety-five per cent of the students who lived on the campus. The Y was particularly active during the year 1919-20. Representative students attended seven conferences. Professor D. S. Gerig and five students attended the Y.M.C.A. conference at Lake Geneva in June 1919 and seven young women attended the Y.W.C.A. conference held at the same place during August. The Y also sent delegates to the first annual conference of the Mennonite Board of Missions and Charities at Elida, Ohio. A. L. Sprunger represented Goshen College at the Fortieth International Y.M.C.A. Convention in Detroit in November. Goshen representatives also attended the Student Volunteer Convention during Christmas vacation, Y.M.C.A. officers training conference, and the Indiana State Volunteer Convention. Professor Gerig attended the first Midwest conference of the Fellowship of Reconciliation held at the Friends meetinghouse in Oskaloosa, Iowa. The Y took an active interest in the forty former students and graduates who represented Goshen College in relief and reconstruction work in Europe and the Near East.

(7) DURING ACTING PRESIDENT DETWEILER'S ADMINISTRATION

During the year 1920-21 activity in the Y again increased. At the Christmas season the Y sent out five Gospel teams to points in Ohio, Illinois, and Michigan. The organization brought to the campus during the school year speakers of experience and ability to present addresses on timely subjects. The Student Volunteer Band held regular meetings every two weeks and gave five public programs, two at the College and three at neighboring churches.

During the following year the Y continued its regular schedule of prayer meetings, Bible study classes, mission study courses, participation in evangelistic meetings, and promotion of a drive for relief funds. The Mission Study Committee by means of a Missionary Bulletin aimed to bring before the students pertinent facts and pictures concerning mis-

sions and missionary activities. Various student groups gave special programs at young people's meetings in Mennonite churches near Goshen. The opening reception for students held in September and the May Day outing were popular features. The students maintained two Volunteer Bands during the year—Foreign and Rural. The latter originated in the spring of 1921, and during this year studied a course on the Country Church. The Christian Workers Band was unusually active during this year.

(8) DURING PRESIDENT KAUFFMAN'S ADMINISTRATION

In 1922-23 the Y.M. and the Y.W. continued their program of religious exercises on the campus with cabinet members heading the following committees: devotional, Bible study, mission study, membership, extension, social, and employment. The work of the Y for the student began with his arrival at the depot where he was met by the membership committee with the "College cart" ready to transport his trunk to the dormitory. Wednesday evening prayer meeting and Thursday evening devotional meetings continued. Bible study groups met on Tuesday evening emphasizing the Morning Watch as a necessary adjunct to Bible study. Almost every Sunday students visited the county jail to hold a brief service. Groups of students drove to neighboring churches to present Sunday evening programs. During the second semester Bible study was replaced by mission study. The students observed the World's Week of Prayer and the Universal Day of Prayer and continued the missionary map and bulletin activities. In the missionary drive, students raised over four hundred dollars. During the Christmas vacation a number of students did Gospel team work. The student body also arranged for a series of evangelistic meetings with short prayer meetings before each service. They continued the early morning prayer meeting during Passion Week and on Easter Sunday. Working with the Y were the Foreign Volunteer group and the Christian Workers Band. The missionary offering was set aside for the maintenance of the Kratz Memorial Laboratory.

(9) AFTER THE REOPENING OF THE COLLEGE IN 1924

During Sanford Yoder's presidency student religious organizations continued to play an important part in deepening the devotional life of the individual student and training students for Christian service. The Young People's Christian Association was the most important extra-curricular organization on the campus.

In 1926 the amount subscribed during the annual drive for money for missionary purposes was nine hundred forty-nine dollars and most of

that was to be given to the work in India. In 1927 during the drive for endowment for the College the Y deviated from the usual custom of giving the entire amount to missionary work by devoting a large portion of twelve hundred twenty-five dollars to the College endowment fund. In the later 1930's student missionary interest broadened. In 1938 the money raised in the drive was divided among the India Scholarship fund, a mission printery in Argentina, a medical dispensary in East Africa, and the extension work of the Y.P.C.A. In 1940 E. E. Miller started the week of programs which annually precede the missionary drive by speaking of the need of a Christian keeping up his interest in the people of other lands.

Two other religious organizations on the campus exerted a marked influence on the religious life and the program of training for Christian service: the Christian Workers Band and the Foreign Volunteer Band. The latter since 1941 has been known as the Foreign Missions Fellowship. The organization has fostered interest in foreign missions.

(10) EXTENSION SUNDAY SCHOOLS

During the school year 1929-30 members of the Christian Workers Band making a careful house-to-house canvass and survey of the section of East Goshen south of Lincoln Avenue were deeply stirred by the dire economic and religious needs of parts of that area. The Band followed their survey with regular, systematic distribution of Sunday school literature. U. Grant Weaver, principal of the Academy, who remained in Goshen during the summer and continued the work of distribution, insisted that a Sunday school must be organized immediately. The superintendent of the Sunday school of the College congregation agreed to inspect some of the properties that Weaver had found vacant. None of these proving suitable, they secured the use of a celery house on the north edge of the celery marsh in East Goshen and opened Sunday school with an enrollment of forty children. In August the Sunday school occupied new quarters in the two-room East Goshen public school building.

The success of this Sunday school encouraged the Y in cooperation with the College Sunday School to open another in North Goshen. The students cleaned a vacant dwelling house and the College Sunday School paid the rent, fifteen dollars a month. Samuel A. Yoder served as superintendent. Before the end of the year the enrollment in East Goshen passed one hundred and in North Goshen it reached sixty-seven. Students began to look forward to a mission hall of some kind in North or East Goshen. In the spring of 1932 on account of financial conditions the north and east side Sunday schools were merged and the children from the north

side transported to the school building on the east side. In the fall of 1935 the school was transferred to North Goshen to a house well located but too small to accommodate the attendance of more than one hundred. Students made a special effort to raise funds to erect a small chapel.

Finally in the fall of 1936 an abandoned church building near Winfield, Iowa, was purchased with its furniture and moved to the present site of the North Goshen Mennonite Church. Paul Mininger, of the Goshen College faculty, was appointed to exercise general oversight of the work. In November 1937 a class of about thirty-five was prepared for admission to church membership, the harvest gathered from years of faithful extension Sunday school work carried on by the College Y. In 1938 Paul Mininger was ordained minister of the North Goshen Church and bishop in 1943.

On October 18, 1942, a group of students again opened a Sunday school in the very poor district in the northeast section of Goshen. Through the courtesy of the late Chris Schrock the group was able to use a small building south of Lincoln Avenue. Roy Roth, now president of Hesston College, was superintendent of the Sunday school. Baptismal services were held several times during the next few years in charge of Paul Mininger, bishop of the North Goshen congregation. Early in 1947 Paul Mininger ordained Paul M. Miller minister and pastor of the East Goshen Mennonite congregation. A church building was dedicated on Sunday, October 17, 1948. At that time the congregation had a membership of sixty-eight. The growth of the congregation has made an extension necessary.

Another student project which resulted in the organization of a congregation was the Locust Grove Sunday School of Elkhart organized on February 28, 1942, with a community attendance of eighteen. Before the end of the year John C. Wenger of the College was instructing a class of twelve applicants for baptism. In 1943 the Executive Committee of the Mennonite Board of Education approved plans for purchasing the building used at Locust Grove and the Mission Board of the Indiana-Michigan Conference authorized offerings in local congregations for the Locust Grove Church Building Fund. Russell Krabill, member of the class of 1943, was ordained and given general supervision of the work at Locust Grove. Within two years after the work was organized there were nineteen public decisions, nine persons were baptized, and more were to be baptized within a short time. A new church building has been erected.

(11) EXTENSION WORK OF THE Y AND OTHER CAMPUS ORGANIZATIONS

In 1948 students of the College were helping to conduct four Sunday schools: East Goshen, Locust Grove, Sunnyside at Dunlap in the north-eastern part of the village, and the Byers Church on rural route one, Syracuse, near Lake Wawasee. On March 6, 1949, a group of young people representing the Y started a Sunday school at the northeast corner of Plymouth Avenue and Tenth Street. The building, a cement block structure, was used as a restaurant during the week and for Sunday school and church on Sunday. The Sunday meeting began with a brief church service and sermonette followed by Sunday school. On account of difficulties in finding a permanent location in this section of the city the work has been discontinued. In 1949 at the close of the school year the Y was investigating the possibility of opening mission work in South Bend. During the spring of 1951 the extension committee of the Y sponsored two surveys, one in northwest Goshen and another in East Goshen, to investigate the possibility of doing extension Sunday school work in those areas.

As a result of the missionary efforts of the students of the College four congregations have been established. North Goshen with a membership of fifty-eight in 1940 now has a membership of two hundred ninety, East Goshen with a membership of thirty-three in 1948 now has one hundred forty-six. Two other points started by the students, Locust Grove, south of Elkhart, and Sunnyside in Dunlap, have fifty and twenty-two respectively. Paul M. Miller was ordained bishop of the East Goshen congregation in 1952. He like Paul Mininger is a member of the Seminary faculty. The Locust Grove and Sunnyside congregations each have their own church buildings but have not been organized as separate congregations.

(12) GOSPEL TEAMS

The Y has continued other forms of extension work in addition to the Sunday school projects. Groups gave missionary programs in a large number of churches. Gospel team tours were popular. During the Christmas season in 1941 three Gospel teams toured various sections of the Church. Twenty-four students composed these teams with President Ernest E. Miller and Professor Paul Mininger accompanying two of them. During the war, travel restrictions cut down the number of these tours but in December 1946 the Y sent out four Gospel teams. One group started south and traveled two weeks giving programs at points in Louisiana, Mississippi, Alabama, Florida, North Carolina, Virginia, Maryland, and Pennsylvania. The other three groups spent

one week each in travel and gave programs in Iowa, Southern Minnesota, and Ohio and Eastern Pennsylvania, respectively. In December 1947 a Gospel team toured Canada. During the Christmas vacation in 1948 the Y in cooperation with the College administration sent four Gospel teams to Mennonite communities from Illinois to Pennsylvania and into Canada. This was the general pattern for a number of years.

During the summer of 1948 the Vesper Male Quartet made a summer tour through twelve Midwestern states and three Canadian provinces presenting the message of the Gospel through the spoken word, song, fellowship, and prayer. During the fifty-five days of the tour they gave more than sixty programs. Personnel of this quartet was Ralph Wade, first tenor, Sterling, Illinois; Ralph Buckwalter, second tenor; Albert Buckwalter, first bass, both of Hesston; and David Shank, second bass, of Goshen. The last three are now foreign missionaries. During the summer of 1952 the Ambassador Quartet made an extended Gospel tour of twelve hundred miles, north as far as Winnipeg, Canada, west as far as the Pacific states, Washington and Oregon, visiting fifteen states, and three Canadian provinces. During their sixty-three days on tour they rendered sixty-two full programs and assisted in thirty-three others. The personnel of the quartet was Dale Weldy, first tenor, of Wakarusa; Clyde Landes, second tenor, Lansdale, Pennsylvania; Edward Stoltzfus, first bass, Aurora, Ohio; and Donald Driver, second bass, Hesston, Kansas.

(13) PEACE TEAMS

During the year 1950-51 LeRoy Kennel, chairman of the Peace Teams of the Goshen College Peace Society, organized, trained, and routed twenty-seven peace teams with a total personnel of ninety-five students. These teams traveled an aggregate of over four thousand miles. They held thirty-seven meetings and spoke to audiences totaling over thirty-eight hundred people. The entire expense was paid by free will offerings ranging from five dollars to over fifty dollars. Teams gave programs in Ohio, Indiana, Illinois, and Michigan. Everywhere the teams met with a hearty reception.

In the spring of 1948 in view of chaotic conditions at home and abroad the Peace Society of Goshen College trained peace teams to aid the peace education program of the Mennonite churches. The teams were to accept engagements in churches within a radius of two hundred fifty miles of the College and were prepared to present programs for a week end or for a Sunday evening. Three Goshen College students and alumni composed a traveling peace team sponsored by the Peace Problems Committee during the summer of 1948. They conducted nine

week-end peace institutes in Mennonite churches from Iowa to Maryland and conducted one or more meetings at thirteen other points. Faculty members also helped to plan a northern Indiana peace institute sponsored by the Peace Section of the MCC at the United Missionary campgrounds west of Goshen. In the spring of 1948 Guy F. Hershberger and Roy Umble of the College staff were members of the local planning committee.

The church relations committee of the Y has been conducting an annual series of programs, "Nonconformity Week," to call attention of students and faculty to certain nonconformity doctrines practiced by the Mennonite Church. In order to vary the emphasis somewhat the committee in 1952 sponsored a "Conformity Week" program.

(14) EMERGENCY SERVICE COMMITTEE

Goshen graduates and members of the Goshen faculty already were on relief duty in England and France and assisting in Civilian Public Service Camps when World War II broke out. The administration of the College and the Y set up a faculty-student Emergency Service Committee to direct campus thinking and channel campus endeavors. Three immediate tasks faced the committee: (1) to make students aware of the necessity for economy by saving in every possible way, (2) to sponsor classes in first aid and fire-fighting, and (3) to begin a serious study of postwar problems. An early opportunity challenged the committee when a tornado destroyed about thirty houses near the College campus. The student body used this opportunity for practical expression in service. Several home owners were deeply grateful for the help of students in cleaning up their property and preparing to rebuild. One home owner, however, would have nothing to do with the hated CO's and refused to let them enter his premises!

(15) EXPANDING AREAS OF SERVICE OPPORTUNITIES

Once awake to service opportunities the Emergency Service Committee sponsored a variety of projects. Arrangements were made for students who could qualify physically to give a pint of blood to supply emergency units in hospitals in Elkhart and nearby counties or to have their blood typed for direct transfusion in emergency cases. Students found opportunity to tutor retarded, crippled school children, supervise the play of preschool children, read to shut-ins, or assist in a Saturday recreational program for boys. The committee also collected funds to send Christmas gifts to former Goshen College students in CPS camps and sponsored a letter-writing campaign for campers. In 1945 the com-

mittee collected approximately four hundred sixty-five dollars in cash and pledges. It sponsored a plan by which students took jobs off-campus and donated for relief the earnings of five hours of work. At a later chapel service the committee presented summer service opportunities and plans for women's service units in five mental hospitals.

The opening of these and similar opportunities in many areas changed the service outlook not only on the campus of the Mennonite colleges but also of the entire Mennonite Church. In 1942 a study revealed that one hundred eighty-three former students of Goshen College were serving in relief or mission work in twenty foreign countries.

Almost from the beginning of the Civilian Public Service program President Miller released some faculty members for service in CPS. In 1941 Professor Guy Hershberger was appointed part-time educational director of the Civilian Public Service Camp at Bluffton, Indiana, for one year. During the year Professor and Mrs. Hershberger transferred to the Medaryville Camp and Professor and Mrs. Paul Bender and family replaced them at Bluffton. In 1942 a list of Mennonite men in CPS camps included one hundred ten former Goshen College students. In 1942 a series of six new studies edited by Harold S. Bender of the College under the general title, "Mennonites and Their Heritage," and designed for use in the Civilian Public Service Camps was published by the Mennonite Central Committee. In 1943 at the urgent request of the National Service Board for Religious Objectors C. L. Graber, business manager, was granted a partial leave of absence to serve as assistant to Paul French, executive secretary and chief administrative officer in the Washington office of the Board.

Goshen College administrators took a leading part in the meeting of presidents and deans of Mennonite colleges in Chicago in September 1944, to lay plans for an organization to evaluate the educational experience of CPS men in camp and to provide for a program of education following their release from Civilian Public Service. The five-hundred-page history of Mennonite Civilian Public Service entitled "Service for Peace," was written by Dr. Melvin Gingerich, now professor of history and director of research for the Mennonite Research Foundation. During the past few years Goshen College has been interested in helping young men prepare for voluntary service acceptable to the Federal Government under the Selective Service Act. The College has encouraged young people of both sexes to take advantage of summer service opportunities under the Mennonite Relief Committee, also under the Mennonite Central Committee.

(16) MISSION STUDY COMMITTEE

One of the most active committees of the Y is the mission study committee. It aims by means of posters and various programs to keep before the student body various missionary needs in the Mennonite Church and in various areas of the world. The activities of the committee culminate each winter or spring in an annual missionary drive for funds for various causes. The annual missionary budget rose from seven hundred fifty dollars in 1943 to two thousand in 1951. During the past few years the committee has collaborated with the Foreign Missions Fellowship in the drive for funds. As mentioned in an earlier chapter President Ernest E. Miller has taken a very active interest in the work of the mission committee and has served as sponsor of the Foreign Missions Fellowship.

Literary Societies

From the beginning literary societies exerted a powerful cultural and educational influence in the Elkhart Institute. Even before the founding of the Elkhart Institute in 1894 some of the Christian young people in the southern part of Elkhart including the Mennonite young people who were employed at the Publishing House seem to have formed a literary society and met regularly for programs featuring music and various forms of public speaking. The "Elkhart Institute Literary Society" in the form in which it was later known, however, was organized on January 22, 1895, during the first year of the Institute. F. A. Hosmer, principal of the Institute, served as chairman of the organization meeting and Ada Landis secretary. J. B. Smith was the first president. The officers issued cards of admission to the weekly literary society programs. These cards gave the holder permission to bring with him two persons for whose conduct he would be responsible.⁴ In its meetings the Society emphasized elocution, oratory, debate, recitation, declamation, and similar exercises. The literary chorus was a prominent feature of the Society and presented one or more numbers at each program.

The week preceding Christmas 1898 eleven young men committed to memory and rendered Charles Sumner's famous oration, "The True Grandeur of Nations." This program, reported in the *Institute Monthly* as a "grand success," was said to have exceeded the expectations of the most ambitious members. During the latter part of the year 1900-01 it was not unusual for one of the weekly programs of the literary society to attract a capacity audience to Institute Hall.

(1) ORGANIZATION OF THE PRESENT LITERARY SOCIETIES

The Elkhart Institute Literary Society disbanded in the fall of 1901 to make way for four literary societies, two for men and two for women.

These societies had sprung up independently of the Elkhart Institute Literary Society. In October 1898 a number of young men of the Elkhart Institute organized the Ciceronian Debating Club. Its constitution prescribed a debate and an impromptu at each weekly meeting. After the organization of the Club the Elkhart Institute calendar for extracurricular activities read as follows: "Tuesday, Ciceronian Debating Club, 4:00 p.m.; Wednesday, chorus practice, 6:56 p.m.; Thursday, devotional hour, 6:45 p.m.; Friday, Literary society, 7:30 p.m." But within a little more than a year the Club had increased in numbers until its members could no longer work to advantage. A committee of students and faculty divided the members into two equal groups, the one taking the name Coming Men of America Debating Club, the other the Aurora Society. In 1908 at the suggestion of the Mennonite Board of Education the C.M.A. Literary Society, as it was then known, adopted the name, Adelphian Literary Society of Goshen College.

A few months after the organization of the Ciceronian Debating Club the young women of the Institute organized the Philomathean Society. In the fall of 1901 the Philomatheans disbanded to form two literary societies as the Ciceronian Debating Club had done a year before. Then one of the women's societies and one of the men's combined to give a program in Institute Hall on alternate Friday evenings and the other two on the intervening Fridays.

One phase of the literary work at the Elkhart Institute that was much appreciated by the students was an excellent annual course of ten lectures offered by the Elkhart Lecture Association. These were offered to students at a special rate of one dollar for the season. Most of the students purchased tickets. Many of the men purchased two tickets and made it a social evening by inviting one of the young women to share the lecture. The long walk to the Bucklen Opera House or to the First Methodist Church afforded an excellent opportunity for becoming acquainted.

(2) THE LITERARY SOCIETIES AT GOSHEN COLLEGE

In the early years after the school moved to Goshen none of the extracurricular activities excited so much general interest, aroused finer loyalties and enthusiasms, or developed more spirited rivalries than the literary societies. In the private meetings in the individual society halls on Monday evenings the beginners received their first orientation to parliamentary law and to various forms of public speaking. The Friday evening programs were of sufficient interest to invite attendance of the entire student body and also a large number of downtown friends of the College.

The College benefited from some of the intersociety rivalries. When

the Aurora Society placed a cornerstone at the north entrance to the Administration Building in 1903 it aroused the C.M.A. Debating Club to erect a fountain in front of the Administration Building in the spring of 1904. This was followed in the spring of 1905 with a much more expensive gift by the Aurora Society, an "Arch" of stone and iron at the Eighth Street entrance to the campus. In 1907 the Avon Literary Society installed in Assembly Hall new lighting fixtures for both electricity and gas lights, tinted the walls, lowered the platform and covered it with a Wilton rug. Not to be outdone, the Vesperian Literary Society equipped the "Vesperian Laboratory of Physics and Astronomy" in the basement of the Administration Building and purchased the three and one-half inch telescope still in use by the College. The laboratory equipment included wireless telegraphy, a stereopticon, a large double case for apparatus, four experimental tables, and one dozen stools. They also tinted the walls of the laboratory with several shades of green, with stenciling in gold.⁵

Until 1909 both college and academy students were members of the four literary societies. In that year the increase in the number of college students led to the formation of the Emersonian Society for college men and the Alethean for women. By 1913 when the college students outnumbered those of the academy the two college societies were divided and continued under the original names—Adelphian, Aurora, Avon, and Vesperian. After the realignment of the college societies the academy students re-adopted the former names used at the Elkhart Institute—Ciceronian for boys and Philomathean for girls.

Probably at no period in the early history of the institution were so many outstanding men and women in attendance at Goshen College at one time as in the year 1914-15. Considering the strength of the student body it is not surprising that the Friday evening public literary society programs drew large crowds from the city and received mention in the Goshen daily papers. On February 26, 1915, the Auroras and the Vesperians presented a "mediation conference" program. Members of the Aurora Society represented the ambassadors from the various foreign countries then engaged in World War I and also a "Board of Mediation" appointed to adjust difficulties between the various nations. A large audience filled Assembly Hall and listened with intense interest to the demands made by the representatives of the warring nations and the solutions presented by the board of mediators. Members of the Vesperian Society presented the musical part of the program and one young woman read a paper on the "Progress of International Peace." In November 1916 the Adelphian and Vesperian Literary Societies gave a program to

a large audience on the general subject of the Scottish people and their contribution to literature.

As already mentioned literary societies did not confine their activities to strictly literary work. When the administration proposed to build Science Hall the Avon Society offered to purchase the equipment for the domestic science laboratories and the Aurora Society offered to furnish the lecture desk and chairs for what is now known as Aurora Hall. The Society equipped the hall with single pedestal tablet arm chairs at a cost of three hundred eighty dollars. The Avon Literary Society purchased the domestic science "desks," sewing tables, and other equipment. Later, they also furnished a model sitting room and a model dining room adjacent to the laboratories.

During the later teens of the century the literary societies continued a program of popular extracurricular activity but their work suffered a decline in the type and quality of their literary effort. The heavier program of genuine literary merit gradually gave way to lighter more entertaining exercises. Some of the musical numbers were of a similar type. Considering the unsettled times and the scarcity of men on the campus many of the programs were of fair quality.

During the years 1920-21 and 1921-22 the societies gave a public program every three weeks on Friday evening instead of every two weeks. During the year each society entertained the other societies. Each strove for originality in entertainment and all of the social committees spent hours of hard work in preparation. They continued their emphasis on expressional activities and the promotion of a high type of Christian fellowship on the campus.

(3) ORGANIZATION OF S.L.A. AND S.L.B.

Members of the four literary societies cooperatively formed two student organizations which had considerable influence in the early years of the College: the Student's Library Association and the Student's Lecture Course Board. For the S.L.A. each society elected one member to a book selection committee. These four with a faculty member collected one half of the initiation fees and two fifths of the term fees from each society to purchase books for the library. C. Henry Smith was the first faculty representative on this committee. Most of the books purchased by the S.L.A. were recommended by instructors and were directly related to classwork. The committee aimed to select books most helpful to the greatest number of readers. For many years Professor D. A. Lehman was faculty representative and chairman of the Student's Library Association. He took an intense interest in the work and spent hours in helping stu-

dents to select the most useful books. With the decline of the literary societies and the mounting budgetary needs of the library the contribution of the societies became a relatively small item. The S.L.A. was allowed to lapse about 1935 and the faculty library committee provided for all library needs.

The year 1905-06 (November 13, 1905) witnessed the organization of the Student's Lecture Course Board set up on the same plan as the Student's Library Association with one representative from each literary society and a faculty representative. Student fees paid into the treasury of the Lecture Course Board for the year ending 1906 amounted to thirty-seven dollars. This amount with ticket sales of seven dollars and fifty cents from one of the numbers made up the entire budget for the year. During February, March, and April 1908 Dr. Moulton, professor of literary theory and interpretation at the University of Chicago, delivered a series of six lectures to the students on literary reading as a means of Biblical study. During the next year the Board employed Jenkins Lloyd Jones, a member of the extension department of the University of Chicago and a lecturer of wide repute, to give a series of lectures on "Prophets in Modern Literature." The reputed liberal theological leanings of some of the speakers later aroused criticism. Students and faculty members found the lectures interesting and inspiring.

The Student's Lecture Board continued its services during the period 1917 to 1923. Since a part of the regular fees of each society was given to the treasurer of the Lecture Board, members of the societies received a season ticket at a reduced rate. The course was well patronized by students and the residents of the city. The ministerial association of Goshen cooperated with the Student's Lecture Board so that the numbers of the course could be given in downtown churches. The course usually consisted of five numbers but in 1920-21 the S.L.B. presented six numbers—one musical number, one reading, and four solid lectures. During this year the lectures for the first time were arranged by the Coit and Redpath Bureaus. After 1938 the lecture course became the sole duty of a faculty committee and the Student's Lecture Board was discontinued.

(4) LATER DEVELOPMENT OF THE SOCIETIES

Literary societies were reorganized at the beginning of President Yoder's administration—four in the college and two in the academy. Notices in the *Maple Leaf* and in the *College Record* indicate that interest in the specifically literary work of the societies was at a low ebb throughout the first year but the Monday evening programs afforded considerable opportunity for public speaking. The students who had transferred to Goshen

from other institutions felt a decided tendency among some of the former Goshen College students to make the literary societies a modified type of fraternity and sorority. No public Friday evening programs were presented during the first semester. Most of the Friday evenings were devoted to socials or athletic contests. A few were taken up by all-school events, such as lectures. During the second semester the Auroras and the Avons organized as a single society with one set of officers. In spite of the efforts of some of the students the social and athletic events of the societies crowded out most of their literary work. The only public program was given by the Vesperians and the Auroras on the evening of March 21. The academy societies, Ciceronian and Philomathean, were scheduled to present a program on April 17 but on account of the scarlet fever quarantine beginning on that afternoon the program was postponed indefinitely. The Adelphean and Avon literary societies had planned a public program for May 20 but the program seems to have been omitted on account of the disorganization of the schedule.

At the beginning of the second year (1925) faculty members who had been members of the literary societies in the days when those organizations were second only to the Y.P.C.A. in power, helpfulness, and influence, felt that students were missing much of the literary and cultural potential of these societies. In an effort to revive interest in the old literary traditions of public speaking and parliamentary practice the instructor of the Freshman English Composition class suggested to his students that they write histories of the various literary societies as well as of some other campus organizations of former years. These were printed in the *College Record* during 1925-26 and had the effect of a temporary revival in the literary traditions of the societies. Faculty members tried to renew interest also in the Friday evening public programs. Under their direction the literary societies formed an intersociety council with a faculty sponsor to insure the observance of certain rules for soliciting members and for holding a certain number of public meetings throughout the year. To break up the growing tendency of Adelpheans and Vesperians on the one hand the Auroras and Avons, on the other, to work together, the constitution drawn up by the intersociety council and adopted by the four literary societies provided for observance of the former practice, one men's society working with one of the women's societies in presenting public programs during the first semester and with the other during the second. This arrangement never was popular and finally was allowed to lapse.

Partly as a result of the organization of departmental clubs interest in the purely literary activities of the societies declined as the years went

by. The campaign for new members brought a burst of loyalty each fall and society spirit again reached a high pitch in connection with the various intersociety athletic events. Eventually, each society pair gave one public program a year instead of one each semester. Some of these programs have been of high quality demanding weeks of preparation and the participation of a large number of the members of the cooperating societies. The decline of interest in the work and activities of the literary societies has at times been painfully evident in the lack of speaking ability that was the literary heritage of the earlier Goshen College student. Lack of training in parliamentary procedure also has been evident in many of the organizational activities of the students.

After 1940 several striking trends emerged in the field of literary society activities. Some of these trends had developed earlier and were accentuated by the growth of the student body and by the stress of the war years. Others were the result of the service concept developing in the life of the Mennonite Church. The Vesperian Society in an effort to promote an all-school program combining social and literary aspects presented each spring for a number of years what was known as the Vesperian Soiree. With some help from the Personnel Department this annual event has "graduated" into an all-school or "all-literary" "Spring Festival" held in the Union Auditorium during early spring, the one big "dress-up" social affair of the school year. Except for occasional sporadic outbursts of literary interest by a few individuals to direct their organization into literary work, one major literary society interest continues to lie in the field of intersociety athletic games. Because this rivalry and enthusiasm heightens interest in the intramural athletic program it has not been discouraged by the faculty directors of recreation.

The high point of interest in actual literary society work during each year centers in two public programs, one by the Auroras and Avons and the other by the Adelphians and Vesperians. Within recent years since the members of the Society have collaborated with the speech department in preparing and presenting these programs some of them have been of high quality and have witnessed the return of some of the former interest in public literary programs. Most of them have centered around the dramatization of an idea or of a religious theme. The old type of literary activity including the serious oration, a bit of literary interpretation, the serious debate, and study of parliamentary law have disappeared entirely from public literary programs and usually also from the private meetings. For a time the men's societies met one week at four and the women's societies on a different day in the week at the same hour. This arrangement was necessary in order not to interfere with scheduled athlet-

ic events in the gymnasium or on the athletic field. Later biweekly four o'clock meetings of the societies replaced the regular weekly meetings and frequently no members appeared for the scheduled meeting. Beginning in 1952-53 societies met irregularly singly or conjointly. No regular meetings are scheduled on the college calendar. Students manifest growing dissatisfaction with the status and work of the societies. The Personnel Office is studying the problem.

Musical Organizations

Even before the founding of the Elkhart Institute citizens of Elkhart interested in choral music had organized the "Philharmonic Society." The Kolbs, Coffmans, Weldys, and Joseph Brubacher were leaders in promoting interest in music among the members of the Prairie Street Church as well as in the city at large. From the earliest days at the Elkhart Institute A. B. Kolb was part-time instructor in music. His classes in advanced chorus work met for an hour one evening each week for music instruction, drills, and rehearsals. He aimed to give thorough training in sacred music—chorales, psalms, and anthems; in choruses of moderate difficulty; in selections from the oratorios of Mendelssohn, Handel, Haydn, and other classic authors. He then led his class in a public rendition of their work at intervals during the year.

Through the efforts of N. E. Byers and J. S. Hartzler the Philharmonic Society granted free membership to all the students. Because of ill health A. B. Kolb was compelled to resign before the beginning of the school year 1900-01 and the Philharmonic Society voted to take a vacation for one year. The Institute Chorus in charge of Professor J. W. Yoder with Miss Munsell as accompanist continued the work in music with weekly rehearsals. At the beginning of the next school year (1901-02) music lovers of Elkhart organized a "new music society," the "Philharmonic Society," to study oratorios and kindred works. N. E. Byers was elected president of the organization, W. K. Jacobs director, and William P. Coffman assistant. Every Tuesday evening part directors led their group in practicing their part prior to the meeting of the combined chorus. Meanwhile, the Institute Chorus continued to meet in Institute Hall every Tuesday at four. Both organizations were directed by W. K. Jacobs. The Society continued its work during the next year (1902-03) with an enthusiastic membership of over eighty studying the "Messiah" before the Christmas holidays and Haydn's "Creation" afterward. Interest in music increased to such an extent that by the end of the year 1902-03, ninety-five people who were not regular students of the Institute were registered for chorus work with the Philharmonic Society.

Faculty members and students of the Institute also were interested in quartets and other types of musical organizations. In the fall of 1899 the Institute Chorus, a ladies quartet, and the Alpha Quartet furnished the music for the literary society meetings. A male chorus with a membership of twenty voices organized by W. K. Jacobs held rehearsals every Wednesday at four and made a number of public appearances. One memorable occasion was in connection with the groundbreaking ceremony at Goshen College in the spring of 1903.

(1) FIRST FULL-TIME INSTRUCTOR IN MUSIC

In the fall of 1900 the Institute for the first time employed a full-time music instructor, Miss Leila G. Munsell of Saratoga Springs, New York, to give lessons in vocal and instrumental music. She organized a class in rudiments of music and one in harmony and also gave private lessons in both voice and piano. Near the end of the year she and Miss Addie Brunk, instructor in elocution, gave a recital in Institute Hall. For one of the minor parts on this program Miss Munsell chose one of her students, Miss Alice Landis, of Sterling, Illinois, who was sent to Northwestern University Conservatory of Music the next year to prepare for teaching piano and voice at the Institute in the year 1902-03. This was in line with the school's policy to employ Mennonite instructors as soon as qualified persons became available. During the year 1902-03 Miss Landis and Miss Anna Yoder taught music and elocution respectively. Of their recital given Tuesday evening, September 16, the *Institute Monthly* stated "the recital showed much skill and rare attainment." A university student who happened to be in attendance wrote, "I have heard a number of recitals in music and elocution but the one given at the Institute was the best I have ever heard."

(2) CHORUS PROGRAMS AND ACTIVITIES

The musical organizations and a student lecture course organized by the four literary societies played a leading role in extracurricular activities during the year 1906-07. The Oratorio Society was reorganized and met for weekly rehearsals at the College every Thursday evening at eight. The group selected J. D. Brunk as director, studied Gaul's "The Holy City," and gave the first public program in January. The College Chorus of fifty voices also was under the instruction of Professor Brunk. In 1909 Professor Brunk decided to offer a new course entitled "Singing Classes" to improve congregational singing in the churches. It was the purpose of this course to train directors of singing classes who were to prepare young people to teach and to lead singing. Professor Brunk felt

that if each congregation had a capable chorister and a regular time to practice singing very great improvement could be realized in the spirit which would characterize all of the services.

One of the popular musical organizations of this period at the College, was the Ramblers Quartet, L. B. Greenawalt, A. S. Ebersole, A. J. Miller, and John L. Yoder. Under the auspices of the Athletic Association the Ramblers gave a series of eight concerts, one at the College and a similar program at Number Ten School near Goshen. The remaining six concerts were given in various parts of Ohio: at Rawson, Bluffton, Smithville, Sterling, Sugarcreek, and North Lima. Sugarcreek, Ohio, produced the largest audience, six hundred people. The quartet probably deserves the title "all time great" among Goshen College quartets.

During the year 1913-14 Professor J. D. Brunk had left the Music Department of the College but student interest in music was so great that both voice and piano teachers were obliged to teach beyond the usual hours to accommodate the number of students taking these subjects. The College Chorus rendered "David, the Shepherd Boy," a favorite of the people of Goshen. Assembly Hall was well filled; people came not only from the city but from a number of surrounding towns (and this was back in the horse and buggy days!). The Philharmonic Chorus directed by Professor A. S. Ebersole presented four concerts including a pianist and several numbers by the Chorus. At one of these the chorus sang Gounod's "Redemption." In 1914-16 Philharmonic concerts consisted of the following numbers: "Messiah" by the Chorus with imported soloists, a lecture recital by a pianist, Handel's "Acis and Galatea" by the Chorus, and a piano recital by Noble Kreider. The last was a special number to which admission was free. On December 18, 1917, when the Philharmonic Chorus presented its annual rendition of the "Messiah," Professor Ebersole departed from the custom of former years by charging no admission and by assigning all the solo parts to home talent.

Although several aspects of campus life came under the condemnation of the critics of the College the extracurricular musical activities and athletics were special objects of criticism. Much of the work of the musical organizations was of a high order. The concerts of the College Glee Club always were popular but they aroused violent criticism in some sections because the programs were considered rather light and tending too much to entertainment. A women's glee club (in those "Post-Victorian" days it was a "Ladies' Glee Club"), directed by Mrs. Amos S. Ebersole, was a popular organization and gave a number of concerts during the year.

During the next year (1917-18) the Philharmonic Chorus, now consisting of eighty-seven voices nearly all of whom were students and alumni

of the College, was directed by Professor A. S. Ebersole with Professor Otto Holtkamp as accompanist. The chorus assisted by four soloists presented the "Messiah" at the end of the fall term. During the winter and spring terms the chorus prepared Shelley's "The Soul Triumphant" for rendition during commencement week. The women's glee club under the direction of Mrs. A. S. Ebersole with Eunice Guth accompanist presented nine programs, one in cooperation with the men's glee club. The latter under the direction of Professor Ebersole appeared in fifteen concerts including four that consisted entirely of sacred numbers.

During the 1920-21 year the musical organizations again had a good season. The Philharmonic Chorus presented "The Rose" and a Christmas cantata "The Heavenly Message" at the close of the fall term. During the winter and spring terms they studied Haydn's "The Creation" and presented it during commencement week. Concerts given by outside talent this year were by the New York Chamber Music Society and by Louis Kreidler, the American baritone. The former women's glee club (now in 1920-21, the "Girl's Glee Club") under the direction of Mrs. A. S. Ebersole gave a number of programs consisting of chorus numbers, solos, readings, and piano solos. The program of the men's glee club consisted of chorus numbers, tenor solos by Leland Greenawalt, baritone solo with guitar accompaniment by B. F. Hartzler, reading by Arthur Diller, and a piano solo by Professor Holtkamp. A male quartet, Leland Greenawalt, Professor A. S. Ebersole, B. F. Hartzler, and D. D. Hostetler, was organized under the name "The Rambler Concert Company." During the season the organization gave ten concerts concluding with a program in Assembly Hall at the College on May 6, 1921.

(3) CRITICISM OF MUSIC ACTIVITIES

In the face of mounting criticism in important segments of the constituency the Philharmonic Chorus presented five concerts in 1921-22. On the afternoon of December 19, 1921, a quartet of Chicago soloists gave a miscellaneous program of quartet and solo numbers. On the evening of the same day these artists assisted the chorus in the rendition of the "Messiah." The third and fourth numbers on the course were given by the Chamber of Music Art Society of New York on the afternoon and evening of February 4, 1922. This organization of eleven members including first and second violin, viola, cello, double bass, flute, clarinet, oboe, bassoon, horn, and piano had been secured through the cooperation of the Women's Musical Club of the city of Goshen. The final number of the course given in the last week of March consisted of part-songs for the chorus, quartets, solos, piano quartet, and selections by the

men and women of the A Cappella Chorus separately and together. The chorus also gave a program during commencement week consisting primarily of favorite excerpts from standard oratorios. By order of the Mennonite Board of Education at its 1921 meeting the men's and women's glee clubs had been disbanded.

The year 1921-22 saw the development of a very popular men's quartet, the Collegian, John Thut, Raymond Schertz, Glen Kropf, and J. G. Baumgartner. Another new musical organization was the piano quartet: Mrs. A. S. Ebersole, Professor Otto Holtkamp, and Misses Eunice Guth and Miriam Leaman. The A Cappella Chorus, organized early in the school year to compensate the students for the loss of their two glee clubs, rendered a number of programs in surrounding churches and also gave special chorus numbers at the College in connection with the local Sunday school, Young People's organizations, and daily chapel exercises. In December this chorus gave a program—chorus numbers, quartets, and readings—at Shipshewana as the opening number of the high school lecture course. The Chorus also gave a program in March for the benefit of the Athletic Association. The organization of this chorus and the nature of its activities indicate that the College was making a sincere effort to carry out the directives of the Mennonite Board of Education that glee clubs should not render off-campus programs and that entertainment features on the campus should be in harmony with the standards of the Church.

In line with the Board's directive at its 1921 meeting the work of the musical organizations was greatly curtailed during 1922-23. Professor A. S. Ebersole who had been conducting a superior musical program resigned to accept a flattering offer at Heidelberg College. John Thut directed a men's chorus of sixteen voices. But the Quintadena Concert Club organized during the second semester gave a number of programs in surrounding towns during the spring. They made their first public appearance when they rendered several numbers for a benefit concert given under the auspices of the *Maple Leaf* staff. The club consisted of Grace Hamman, soprano; Lucretia Bender, contralto; John Thut, tenor; J. Gaius Baumgartner, bass; and Professor Otto H. Holtkamp, pianist and director.

(4) MUSICAL ORGANIZATIONS AFTER 1924

Next to the religious activities the musical organizations again claimed the interest of the student body after the reopening of the College in 1924. Objection to the use of the piano in chorus programs has had its influence in developing a strong tradition of a cappella singing.

In the early years of President Yoder's administration the College sponsored only one chorus, the A Cappella. The men's and women's voices, however, organized as a men's chorus and a ladies' chorus, each sang sections of the program. Leaders of the A Cappella Chorus have been Frank Blough, B. Frank Hartzler, Walter E. Yoder, and Dwight Weldy. On their tours the choruses emphasize singing as an act of worship and entirely eliminate entertainment features. Each of the leaders has trained his chorus in singing the religious music of the Christian Church written by the great masters. It must be admitted that the work of these choruses met with varied responses, and in some congregations where quartet or choral music was not allowed in the religious services, they were refused permission to render a program. At times audiences complained that the music was too unfamiliar, too difficult to be enjoyed by the average layman. This criticism was met with the statement that it was the privilege of Christians to learn to appreciate the great music of the Christian Church. A few individuals who had not learned to appreciate this type of music accused the chorus and the director of merely trying to "show off." But the majority of their audiences and of their hearers were thrilled by the messages of song and the total effect of young voices singing a cappella under a trained director. Undoubtedly, these choruses have made many friends for the College and its work. On hearing the chorus many high school students trained in the better types of music have resolved that some time they would attend Goshen College and enjoy the privilege of being a member of such a chorus.

Expenses of the chorus tours have been met entirely by freewill offerings from the congregations. Some gave more and some less but a chorus seldom returned from a tour with less than enough money to pay for the entire expenses of the tour and for the purchase of music. The programs rendered, the pleasant visits in the homes, the opportunity for Christian fellowship, and the exchange of ideas made these tours one of the most fruitful sources of mutual help and understanding between the College and its constituency.

(5) CHORUS WORK IN RECENT YEARS

The increased size of the student body and the student demand for participation in chorus work has multiplied the number of choruses and increased their size. The Motet Singers directed by Mary Oyer are the single exception. This is a highly selective group, usually of twenty voices. Superior voice and training and expert ability to read music are requirements for admission. The A Cappella Chorus directed by Dwight Weldy continues to serve a large group of the better singers of the stu-

dent body. This organization has now grown to the point where it requires two large busses when it goes on tour. Competition for membership in the Motet Singers and the A Cappella Chorus is so keen that freshmen gain admission only in rare instances. After the personnel of the two choruses have been chosen there remains a considerable body of good singers who wish experience in chorus singing. These are organized into a Collegiate Chorus which has done unusually good work and has presented a number of programs in the local community. Since the state of Walter E. Yoder's health does not permit him to direct a traveling chorus, he has been directing the Collegiate Chorus with the assistance of student directors. Robert Smith served as assistant in 1951-52 and Gerald Hughes in 1953-54. It was conducted in 1952-53 by Charles Burkhardt until he left to work out his I-W service as professor of music at the International Christian University in Japan. During the season 1952-53 the combined choruses presented Brahms' "Requiem" in the auditorium of the Elkhart High School in collaboration with the Elkhart Symphony Orchestra. They also presented "The Requiem" in the Union Auditorium without the orchestra.

Professor Yoder's long years of service in chorus directing, leading the singing in chapel, and promoting the better types of congregational singing in the Mennonite Church have made an outstanding contribution to the worship services of the Church. He has served also as editor or collaborating editor of several hymnals.

Debate and Oratory

For many years debate and oratory have furnished the sole opportunity for formal student competition and acquaintance with other institutions. In the early years of the Elkhart Institute debating was not only an extracurricular activity but it was outlined in the catalog as a required course. After N. E. Byers became principal and reorganized the curriculum to conform to the pattern of the average high school course he dropped debating as a required subject. But when the Ciceronian Debating Club was organized the bylaws provided that a debate must be held at every weekly meeting. Debates were a regular event also on the programs of the Elkhart Institute Literary Society. Impromptu speaking, debate, oratory, and reading or declamation became a traditional part of literary society activities during those early years.

Throughout the life of the Elkhart Institute its students made no contacts with students of other institutions except in Y.M.C.A. student conferences. Intercollegiate oratory was unknown at Goshen until the Intercollegiate Peace Association was founded in 1905. From 1906 to 1923, the

College sent a representative to the state contest except in 1915, 1918, 1919, and apparently not in 1922. In 1915 the *College Record* stated editorially that "of the students eligible to enter, the majority found themselves unable to do so because of the press of other duties." The Selective Service draft of World War I interfered with the contests in 1918 and 1919 by removing most of the men from the campus.

The year 1905-06 marked the beginning of the local Peace Oratorical Contest with five entrants. Homer B. Reed won a prize of ten dollars with the title, "Tolstoy as a Peace Character." W. W. Oesch speaking on "The True Remedy for War" won second place. The next year (1907) Notre Dame, Earlham, Indiana State Normal, DePauw, and Goshen sent representatives to the state contest. First and second places went to Notre Dame and Earlham.

An event of far-reaching significance for Goshen College and for the Mennonite Church was the election in 1907 of Boyd D. Smucker, a Goshen alumnus, as director of the School of Oratory. He had previous experience in coaching winning orators and debaters. Credit for effective debating, oratory, and other forms of public speaking in the early years belongs to the strong work of the literary societies but much credit must go also to B. D. Smucker, head of the School of Oratory from 1907 to 1913. In 1909 Daniel Bechtel donated ten dollars as a prize for the winner of the local peace oratorical contest. In that year Harvey L. Stump was the winner. He was the first Goshen contestant to place among the winners in the state contest. He received third prize in 1909. In the later years Attorney B. F. Deahl, of Goshen, offered prizes of fifteen and ten dollars in gold for the students placing first and second in the local peace oratorical contest. At the close of the summer school in 1910 the second of a series of Silver Medal contests given through the cooperation of the School of Oratory and the Goshen W.C.T.U. was enjoyed by a large audience in Assembly Hall.

A new oratorical contest was introduced in 1914. Through the generosity of a Goshen citizen who wished his name withheld a prize of ten dollars was offered to the student who wrote and delivered the best oration on any subject he cared to select. By general agreement this contest was limited to college freshmen and sophomores. Arthur Diller was the winner in 1920 and Violet Bender in 1921. She enjoys the distinction of being the first woman to win a Goshen College oratorical contest before 1923. In fact no Goshen woman won the peace oratorical contest until 1945 when Elaine Sommers was first in the local contest and then went on to place second in the state. However, in 1914 Lenora Colburn won the gold medal first prize in the W.C.T.U. district oratorical contest.

Professor Smucker put on a strong program of intramural and intercollegiate forensics during the year 1911-12. Seven contestants entered the local peace oratorical contest. The winner, Charles E. Reed, for the second time represented Goshen College at the state oratorical contest. In 1916 B. Frank Stoltzfus won the fifty dollar second prize in the State Peace Oratorical Contest and Jesse N. Smucker duplicated the feat in 1917. In the fall of 1918 in spite of the scarcity of men on the campus, extracurricular forensic activities continued. The Oratorical Association, composed of interclass debaters and orators and organized for the purpose of providing for and supervising debate and oratorical contests, revised its constitution so as to include interclass orators. During 1920-21 membership in the Oratorical Association reached a new high of thirty-six members. The organization sponsored local and intercollegiate peace contests and interclass oratorical contests. The Oratorical Association was unable to enter a peace orator in the state contest in 1921-22 but made plans to enter the following year.

(1) INTERCLASS AND INTERCOLLEGIATE DEBATE

The year 1911-12 marked the beginning of both interclass and intercollegiate debating at Goshen College. Somewhat earlier Professor Smucker in an article on debating mentioned the value of this exercise, described the history and purpose of college debating, and explained how debates are conducted. Goshen's first venture in intercollegiate debate was in the form of the triangular debate popular at that time in college circles. Goshen's affirmative, J. J. Fisher, J. R. Allgyer, and George Lapp, traveled to Manchester. One of the members of the Manchester teams was the present head of Manchester College, Dr. Vernon F. Schwalm. The negative team: W. E. Weaver, Vernon Smucker, and Lester Hostetler met a team from Mount Morris College on the Goshen platform. Both at Manchester and at Goshen the three-man judging teams awarded the decision to Goshen debaters by a two to one vote. In those early days of intercollegiate debating the intercollegiate schedule for the entire season consisted of one debate for each team. Debaters spent months of preparation for the one contest on whose outcome the success or failure of the season depended. The entire student body took a keen interest in these debates. To pay the traveling expenses of the team, managers sold admission tickets. The student body paraded the downtown district and resorted to other devices to arouse interest in ticket sales. The price of admission was twenty-five cents.

Although Professor Smucker resigned in 1913 to accept a position at Bluffton College extracurricular activities increased during the presiden-

cy of J. E. Hartzler. Under the impetus of Smucker's previous program and the enthusiastic support of Dean Paul E. Whitmer Goshen was able to enter strong teams in intercollegiate debating. For a number of years, Goshen, Mount Morris, and Manchester Colleges held a triangular intercollegiate debate, with a debate at each college on the same evening. The affirmative teams would travel and the negative teams debate on the home floor. In the earlier years, probably because the judging of debate was not too well standardized, the negative teams usually won. For a number of years, however, both of Goshen's teams came off victor.

In December 1917 Manchester withdrew from the Triangular Debate League because the war disrupted the forensic program. Throughout the life of this League the teams chose their coaches from members of the faculty. Professor D. S. Gerig usually coached one of the teams and on several occasions accompanied the team to an off-campus debate. Dean Paul E. Whitmer also was much interested in debating and sometimes accompanied a team to an off-campus debate taking a number of "rooters" with him.

In the fall of 1918 the Oratorical Association attempted without success to revive intercollegiate debating but began planning for such a program for the following year. For the first time in the history of the institution, the young women of the freshman and sophomore classes held an interclass debate. The freshmen, upholding the affirmative, won the decision. In the men's debate the sophomores won, debating the negative. A debate between two mixed teams representing the juniors and seniors was won by the senior team debating the negative.

In the field of oratory and debating Goshen was active during the year 1919-20. Intercollegiate debates were held for the first time since the spring of 1917. Goshen, Mount Morris, and Manchester Colleges reorganized the triangular debate league. At the end of the year on account of the distance to Mount Morris, the Association hoped to organize a triangle with colleges nearer home: Manchester, Goshen, and possibly Indiana Central or Kalamazoo. In 1920-21 the College discontinued participation in the Triangular Debate League and accepted an invitation to enter a permanent Indiana Intercollegiate Debating League with eleven other colleges and universities of the State.

Interest in intercollegiate debating remained at a high pitch during 1922-23. In the first round the Goshen affirmative captained by Jay Hostetler lost to Indiana Central but the negative captained by Waldo Stalter, a freshman, defeated the Manchester affirmative. In the second series the Goshen affirmative lost to Taylor University while the negative again won, this time over Butler University. Since the question for debate was

"Resolved, That the War Debt due the United States from her Allies in the World War should be canceled," the statement of the proposition may have had something to do with the large number of negative decisions. In the freshman and sophomore women's debate, the sophomore team captained by Zola Holdeman lost to the freshmen captained by Tillie Engman Stoll. No prizes were offered in the 1923 local peace oratorical contest. Harold Bechtel of Goshen won first place and Joseph C. Baumgartner, second. Bechtel holds the distinction of being the first freshman to win the local peace oratorical contest at Goshen and to represent the College in the state contest.⁶

(2) DEBATE AND ORATORY AFTER 1924

Following the reopening of the College in September 1924 oratory and debating like other campus activities required rebuilding. Goshen had lost contact with the State Debating League and the Peace Oratorical Association. H. S. Bender and S. W. Witmer tried to revive interest in speech activities. To compensate in a measure for the lack of opportunity and experience in public speaking, they encouraged intramural debating and continued a number of the contests formerly conducted at the College. Intramural debating in the first year (1924-25) consisted entirely of interclass debate. The Peace Oratorical Contest also was continued from the previous administration but the winner no longer participated in the state contest. Bender and Witmer were joined by G. F. Hersberger and others the next year. Classes chose faculty members as coaches for the interclass teams. Intense but healthful rivalries arose out of these contests and every interclass meet was certain of a good audience. Post-debate discussion sessions were helpful in teaching and emphasizing the best debate practice. Teams consisted of three debaters and an alternate. A three-man judging committee was considered essential to a satisfactory decision.

Much of the credit for the interest in forensics—discussion, declamation, oratory, and other forms of speaking during the late 1920's and early 1930's belongs to Mrs. Glen R. Miller, the former Pearl Klopfenstein, whose training in the speaking arts in the University of Nebraska and whose interest in better speech habits for students were a valuable asset on the Goshen College campus. She used her class in oral interpretation as a means of arranging cultural programs in music and public speaking. These events usually were organized to present student talent on a public program. On one occasion she presented an hour's reading of Robert Frost's poetry by a student and in another program an instrumental trio. In 1926 she organized the Men's Discussion Contest, the present Men's

Speech Contest. At her suggestion the Aurora Literary Society presented a prize to the winner and this has been maintained as a tradition to the present time. In 1933 she organized the Women's Declamation Contest. The Avon Society annually awards a prize to the winner. The character of this contest has changed somewhat but it continues under the name of Poetry Reading Contest and is now open to both men and women.

The Freshman Men's Discussion Contest organized in 1934 is sponsored by Waldo T. Stalter, of the class of 1927, who annually presents prizes to the four men placing highest in the contest. (In 1953 he raised the amount of prize money to twenty-five dollars.) The Freshman Men's Peace Oratorical Contest, organized in 1936 to interest freshmen in writing peace orations before they become too much involved with other extracurricular duties, has been sponsored from the beginning by Frank S. Ebersole of the class of 1901 and two other members of that class. Ebersole annually awards ten dollars to the winner of first place and the other two members donate six and four dollars to the second and third place winners. To encourage audience interest in public speaking contests it has been the custom for many years to attach an audience ballot to the program. The results of the audience ballot are tabulated and announced at the end of the contest. The agreement or disagreement of the audience ballot with that of the judges has been an interesting feature of Goshen College forensic events.

(3) REVIVAL OF INTERCOLLEGIATE DEBATE

Early in the administration of President Yoder, Orie O. Miller suggested the advisability of participating in intercollegiate debate. At a meeting of the Administrative Committee and the chairman of the Committee on Debate and Oratory in President Yoder's office Miller made the plea that students at Goshen College should have the same experience in public speaking as those of other institutions. He pointed out that in state and national contacts which he made in the interests of peace and relief, Mennonites were at a disadvantage on account of their lack of experience in meeting public officials and others. As a result of his interest the College resumed intercollegiate debate.

Miller had insisted that the intercollegiate debating program be carried on in a quiet manner with emphasis on the exercise itself rather than on interschool rivalries and their accompanying fanfare and emotional demonstrations. Fortunately, it was easy to comply with these requirements. By this time the enthusiasm connected with intercollegiate debating during the teens and early 1920's had subsided. Elaborate preparations and parades to insure large audiences and increase the

number of paid admissions no longer were in vogue. To keep down traveling expense and to give debaters more experience in the study and delivery of their speeches, the debate tournament became popular. Such a tournament was organized by Manchester College in 1931. Goshen College received an invitation to the first tournament held at that institution and continued to send teams until the tournament was discontinued during World War II. The tournament extending over two days gave opportunity for each team to debate five or six times with teams from other colleges and to receive a critique by a competent critic-judge at the end of each debate. Provided a school furnished one judge for each two teams entered in a tournament it could keep the expense down to board and room for the two days and traveling expense to and from the tournament. After a rather faltering and humble beginning in intercollegiate debating, Goshen debaters in 1934 finally managed the techniques to a sufficient degree so that they won eight debates and lost only four. Roy Umble, captain of the varsity negative, led his team to five victories in six debates during the season, a record percentage for a Goshen College debate team in intercollegiate competition up to that time. Carl Kreider usually captain of an affirmative team also established an enviable record as a keen analytical debater. Tournament debating changed the character of the debate speech and the manner of delivery. Instead of the one debate speech written with meticulous care and delivered with the polish of the trained orator, debaters read widely and delivered their speech extemporaneously in a conversational manner. To reduce travel expense and to shorten debates two-man teams replaced the three-man team and a single critic-judge rendered a decision and gave a brief critique.

The purpose in intercollegiate debating at Goshen was not to produce winners but to give the largest possible number of students an opportunity for experience in public speaking. In the Manchester tournament competition was stronger in the A division than in the B division. At the risk of winning fewer decisions Goshen entered four teams in the A division in 1938 and two in the B division, a total of twelve debaters. The squad broke all of Goshen's previous records, the A division winning sixteen contests out of twenty-four and the B division five out of ten. In that year out of the large number of colleges and universities entered in the Manchester tournament only Wayne University with a total of eighteen victories out of twenty-four debates made a better record than Goshen with twenty-one victories in thirty-four debates.

(4) ORGANIZATION OF THE DEPARTMENT OF SPEECH

At the end of the year 1937-38 in response to a growing demand for courses in public speaking and literary interpretation the College organized a department of speech. Prior to that time the speech activities, curricular and extracurricular, had been an orphan in charge of the Department of English and the Faculty Committee on Debate and Oratory. During the following year (1938-39) twelve students participated in a "novice debate tournament" at Franklin College. Eight Goshen College debate teams—sixteen debaters—participated in forty-four debates in the Manchester tournament and won twenty-one decisions. Two sophomore women debating in the B division, Doris Stuckey and Eunice Weaver, won all of their debates. This was the best record made up to that time in the Manchester tournament by a Goshen team. This also was the first year in which women teams from Goshen College engaged in intercollegiate competition in any forensic event. The two sophomores and four freshmen of the three women's teams debating in the B division, won nine of their fifteen debates.

During the late thirties and early forties two debaters, Charles Ainlay and J. Robert Kreider, both members of the class of 1941, discovered common debating interests and made an outstanding record in intercollegiate debating. During their four years in Goshen College they debated the negative, defeating some of the strongest teams in the Midwest. In their freshman year, debating in the A Division against such well-coached teams as Wabash College, they won six out of seven debates. In 1939 they won four decisions at Manchester and participated in the Delta Sigma Rho Midwestern Invitational Forensics Tournament at Madison, Wisconsin. In 1940 they broke all previous records of any Goshen College debate team by winning all their debates in the senior division in the tournament at Madison. Their crowning achievement was winning all their debates at Manchester in 1941. Ainlay was unable to go to Madison in that year but Kreider trained a new teammate, Harold Oyer, and repeated his achievement of the year before, winning all of his debates—a clean sweep for the season.

(5) PEACE ORATORICAL CONTESTS

After the reopening of Goshen College in 1924 interest in the Peace Oratorical Contest continued but the College did not enter an intercollegiate contest until 1932. In that year Goshen's contestant placed last in a group of eight. At the request of the Committee on Debate and Oratory the Administrative Committee decided to invite the 1933 Peace Oratorical Contest to the Goshen College campus. Speech coaches and

instructors from visiting colleges were surprised and pleased when an audience of four hundred people appeared to hear the contest. That year Goshen's contestant won sixth place.⁷

In the earlier years cash prizes were awarded to the winners of the local Peace Oratorical Contest. In 1930 the prizes were fifteen, ten, and five dollars for first, second, and third place, but in 1933 the only prize in the local contest was the privilege of representing Goshen College in the State Contest. In recent years Dean H. S. Bender has been donating the prize money for this contest—in 1953 and in 1954 fifteen dollars divided equally between the winners in the men's and women's contests respectively.

Compensating in part for the lack of interest in literary activities among the literary societies within the past ten or fifteen years is a large number of intramural and intercollegiate speech activities conducted chiefly under the direction of the speech department. Some are sponsored by a literary society. The sponsoring societies offer a prize to the winner. The College annually sends representatives to the Indiana contest of the Intercollegiate Peace Speech Association formerly the Intercollegiate Peace Association. Earlier the contest was open only to men, then to both men and women. Since 1948 the Peace Speech Association annually sponsors four separate contests: oratory for men and for women, and extempore speaking for men and women. Beginning in 1939, when Charles Ainlay of the class of 1941 placed first in the state and first in the national, Goshen peace orators usually have placed first, second, or third, in the state contest. Goshen's representatives in the state peace contests from 1939 to 1954 are listed in Appendix D (see page 271).

Formerly the national winner of the Intercollegiate Peace Oratorical Contest was chosen by a comparison of manuscripts. The national winners of the Intercollegiate Peace Speech Association are chosen by a judging committee which reads the manuscripts of the orations but also listens to tape recordings of the extempore speeches and orations.

Speech activities received an added impetus in 1946 when Roy H. Umble, professor of speech, was elected assistant professor of speech and made head of the Department of Speech. He is the first instructor in the department to hold the doctoral degree in this field (Ph.D., School of Speech, Northwestern University, 1949). In 1948 he was chosen permanent executive secretary of the Intercollegiate Peace Speech Association.

The performance of Goshen men in the state peace oratorical contest led to an invitation to membership in what is known as the "Old Line Contest," the Interstate Oratorical, a contest organized by some of the leading colleges in the Midwest three quarters of a century ago.

The College finally accepted the invitation in 1947. N. M. ("Mac") Cripe won the state contest in that year and participated in the interstate contest at Northwestern University. Goshen has entered an orator in the state contest every year since her admission. In 1952 Hans Hillerbrand, a Goshen College exchange student from Germany, after winning first place in the Indiana State Contest of the Interstate Oratorical League, won the national at Northwestern University against a field of twelve contestants chosen from leading colleges and universities in the Midwest. This was the first time that a Goshen orator ever won a national contest as a speaker. The names of Goshen's participants in this contest are added to Appendix D (see page 271).

Athletics and Physical Culture

From the beginning in 1894 Dr. Mumaw's school, "The Elkhart Institute," gave training in "physical culture" as it was then called. At first the teacher gave individual instruction or in small classes but as interest in these exercises grew, separate sections were organized for men and women—"gentlemen" and "ladies" they were in those days! In the fall of 1899 Miss Rose Wilson conducted one class in physical culture for women and one for men and taught a class in "oratory." She also did considerable private work in "elocution." The Institute charged extra tuition fees for instruction in physical culture and elocution. The instructor directed light exercises in the use of Indian clubs, dumbbells, and wands, also in breathing and walking. The objective of these exercises was relaxation from mental strain, but also the attainment of ease, grace, and precision in moving the entire body.

These semi-curricular exercises and, for men, swimming in a "swimming hole" in the Elkhart River near what is now Studebaker Park, were the only form of athletics in the early days. In the year 1899-1900 the attendance increased to such an extent that it was impossible to give the calisthenic drills to all the students in Institute Hall as formerly. The young men purchased a football and without paying too much attention to any kind of rules except to kick it over the opposing goal line played a kind of soccer on the lot north of the Institute Building.

Early in the fall of 1900 the men organized an Athletic Association with J. W. Yoder, instructor in English and classical Greek, as the first president. Instructors felt that one of the urgent needs of the Institute was a well-equipped gymnasium with bathrooms in connection. Mr. Clark, secretary of the Railroad Y.M.C.A. on South Main Street, offered the students the use of the gymnasium and bathroom at the very low rate of fifty cents a month per student. J. W. Yoder directed various setting

up and calisthenic exercises in the gymnasium-auditorium on the second floor of the building. The men finished their exercises with a "tub" ("showers" were little known in those days) and a rubdown. The men were ready for their bath at the end of an hour of vigorous drill under his strenuous instruction!

J. W. Yoder was a firm believer in outdoor exercise. He secured permission to use the field in the Morehouse Addition at the southwest corner of Indiana Avenue and Prairie Street as an athletic field. In the sandy, grassless area the young men had little difficulty in preparing a running track and a field for baseball games. Since funds for athletic equipment were practically nonexistent, J. W. Yoder persuaded a foundry to cast a twelve-pound ball of iron to be used for the shotput. By attaching a chain students could use it also for the hammer throw. This and running were the extent of "track work" at the Institute during that year. During the year 1901-02 C. C. Shoemaker's barn on Prairie Street was made available for the use of the young men. The Institute installed showers, purchased some minor items of equipment, and employed O. C. Yoder as student director and instructor in the calisthenic exercises. The young men enjoyed these instruction periods and the baths three times a week.

Meanwhile, the only physical exercises available for the young women were the classes in "physical culture" and, later, tennis on two courts in the Morehouse Addition. Instructors encouraged enrollment in the classes by calling attention to the improvement in classwork of those who took the exercises and also to their more graceful carriage and bearing. During the year 1901-02 Miss Adeline Brunk, later a missionary to Hadjin, Turkey, served as instructor. Her classes gave a public program in physical culture drills and in elocution near the end of the year. Not only the women became expert in swinging Indian clubs. At a performance with dumbbells at a meeting of the Aurora Society in the spring of 1902 to which a number of the women were invited, an interesting feature of the program was club swinging by I. R. Detweiler with guitar accompaniment by E. J. Rutt.

After the school moved to Goshen, the College continued to offer these courses but usually under the direction of student assistants. Sometimes the courses were taught in connection with the public speaking courses, at that time called "elocution" and consisting chiefly of reading, interpretation, and oratory with graceful, well-timed gestures. In the early days of Goshen College, practically the only equipment in the gymnasium was several scores of Indian clubs, dumbbells, and wands, also horizontal bars, a horizontal ladder, and flying rings. Most of the

exercises using this equipment were intended to develop ease, muscular coordination, and a certain smoothness in performance. Sometimes a group of students practiced with Indian clubs, dumbbells, and wands as an exercise during a public literary program. It is not difficult to imagine that large sections of the constituency in those early days considered such exercises as a foolish waste of time and the purchase of such equipment as misapplication of educational funds.

Prior to 1908 the College had no regular athletic field. The only possible location for such a field was on that part of the campus now occupied by Coffman Hall. The Local Board appropriated part of the unexpended student fund for grading and leveling the eastern part of the campus. Three tennis courts were laid out at the south end of the area and a baseball diamond at the north. These served all purposes of student outdoor recreation for many years. The only gymnasium was the room in the basement of the Administration Building now known as Adelphian Hall. The shower room adjoined the gymnasium on the east.

(1) INTERCLASS BASKETBALL

The faculty exercised a large element of supervision over athletics. In the year 1907-08, for instance, the regular drill work in the gymnasium was conducted as usual during the winter months with Professor Smucker and Miss Yoder in charge of men's and women's classes respectively. But the young men became more and more interested in the new game of basketball. The C.M.A.'s won two out of three intersociety games. The faculty committee supervised a larger series organized from the college seniors and the four academy classes, this being the first year in which interclass games were organized. Interest in tennis continued. A new tennis court at the rear of Kulp Hall was laid out for the exclusive use of the young women. The Association arranged separate tennis tournaments for both men and women and awarded presents to the winners. A recital by Byron W. King held in October under the auspices of the Athletic Association brought a liberal increase to its funds. Its principal interest centered in the spring baseball games, but a student committee under the direction of Professor Smucker made arrangements for a track meet of seven or eight events.

In the year 1914-15 the students felt the need for a new gymnasium in a separate building. Considerable enthusiasm was aroused when someone proposed giving East Hall to the Athletic Association to be remodeled into a gymnasium, but the faculty advised against it. During the winter, the officers of the Athletic Association provided artificial ponds on the

tennis courts to freeze ice for skating. This new feature was popular with the students. In the spring the Association reconditioned the baseball diamond on the campus east of East Hall and scheduled three games, with Goshen High School, the Aristonic Society, and Winona Agricultural College. Goshen lost all of its first round of baseball games but won the second round. The Association organized a track team and scheduled a track meet for the latter part of April, also an intersociety track meet during commencement week. In the spring the tennis association reorganized by electing Ernest E. Miller president and decided to prepare two new courts, making a total of five.

The Athletic Association organized seven basketball teams in the winter of 1915-16, purchased a silver cup for the winning interclass team and placed it on exhibition in a glass case in the reading room. On account of the difficulty in keeping the tennis courts in condition the fees were raised to one dollar per year. Norman Bauman and E. E. Miller played off the finals in the spring of 1917. The students secured sufficient secondhand gas pipe from the Hertzler & Zook Company of Belleville, Pennsylvania, to fence the tennis courts. After a successful season in 1919-20 the Association paid off the last two hundred dollar debt incurred when the backstops were erected.

The physical education program of the College drew severe criticism not only from those unfriendly to higher education but also from some of the warm friends of the College. Intercollegiate and other games with off-campus teams were encouraged by citizens of Goshen but bitterly opposed by a large section of the church constituency. In 1918-19 Goshen defeated Manchester's reputedly good team by a score of twenty-five to two, Hershberger the Goshen pitcher, striking out nineteen men and allowing only three hits.

In 1919-20 in intercollegiate basketball, Goshen lost both games to Manchester College and Tri-State College at Angola. Interest in the interclass basketball games was so great that the final game of the series was played in an uptown gymnasium between the college juniors and college freshmen. The freshmen won and had their name inscribed on the athletic cup. In the same year under the coaching of Professor J. C. Meyer, the Goshen varsity defeated Hillsdale College, DePauw University, and Defiance College in the first three baseball games of the season but lost to Kalamazoo and Valparaiso. Bleachers built by the Aurora Society were in use for these games. The mounting interest in intercollegiate athletics, the growing opposition among the constituency on account of the uniform worn by the players and the excitement created by the game led the Board of Education to pass a resolution pro-

hibiting all interschool athletic events. The ruling was very unpopular with many of the students and some of the faculty members.

(2) NEW GYMNASIUM

The most important athletic news of the year 1921-22 was the construction of a gymnasium. From 1903 to 1921 the only gymnasium on the campus was the room now known as Adelphian Hall in the basement of the Administration Building and the only equipment for shower baths on the campus was in the room adjoining the gymnasium on the east. All through the summer of 1921 Acting President Detweiler had been trying to help the students secure money for a gymnasium to relieve some of the disappointment that many of them felt at the action of the Board in denying intercollegiate athletics. Early in the school year the chairman of the Athletic Association appointed a committee to make investigations relative to the construction of a temporary building.

This committee, together with a committee appointed by the Adelphian Literary Society, met with President Detweiler to consider what kind of building might be constructed and probable means of raising necessary funds. At this meeting President Detweiler presented preliminary plans for the building. The next problem was to raise the money. The faculty dismissed school for two days to enable students to solicit factories and residence districts for employment. The students raised over six hundred fourteen dollars in this way. When the students solicited Goshen residents, they responded liberally and it was they who actually made possible the building of the gymnasium. A committee sent letters to former students of the College. When total cash donations amounted to nearly twenty-two hundred dollars construction began. Weather conditions were favorable, the students did a great part of the work themselves, citizens of Goshen offered their services and the use of trucks, tools, and materials. The building was completed on January 20, 1922, and the first basketball game was played on the same day. The total cost of the new building was over forty-two hundred dollars. As finally completed it lacked dressing rooms, lockers, shower baths, furnace, and seating for spectators. Dedication services of the new gymnasium on February 9 were well attended by both students and citizens of Goshen. An interesting feature was the basketball game between the college team and the city team. The new building and the program of dedication tended to create a better community spirit but drew considerable criticism from portions of the church constituency.

With the completion of the new gymnasium interest in basketball naturally reached a high pitch. The college seniors won the tournament,

a feat that they had accomplished for the first time when they were academy seniors four years earlier. Tennis remained the most popular outdoor sport. Five splendid clay courts made it possible for twenty people to play at one time. Results of the tournament are unknown because outside criticism of athletic events seems to have led to a policy not to mention athletics in the columns of the *College Record*.

In line with the Board's directive to discontinue intercollegiate athletics, no games were played off campus during the year 1922-23, but the new gymnasium heightened the spirit of competitive intramural sports. A practical course in physical education provided by the faculty during this year for the purpose of teaching an organized system of exercise also was responsible for the general interest in intramural athletics. Basketball interest centered largely around the interclass games. After several practice games with outside teams, students organized five teams for the interclass tournament. Tennis was popular with the students because it could be played by two individuals and a distinctive uniform was unnecessary.

(3) AFTER 1924

After the reopening of the College in September 1924, the program of athletics and physical education was resumed in a modest way. Students reorganized the Athletic Association and the Tennis Association. But athletics were directed by the faculty athletic committee under the chairmanship of H. S. Bender. Speed ball, a combination of basketball and football, proved popular in 1926. Beginning in that year students were required to engage in physical exercise for three hours each week extending over five days and to make weekly reports. In 1927, the College organized the athletic council consisting of officers of the men's athletic association, the director of physical education, and the chairman of the faculty athletic committee. The program of athletics and physical education was financed by a per capita appropriation from the student incidental fees. Up to this time the athletic program had been handicapped during the winter months because the gymnasium built in 1922 had never been completed. In 1927-28 the College installed in the gymnasium a new heating plant, hot and cold showers, dressing rooms for men and women, and a drinking fountain and also purchased some new equipment—mats, a springboard, and tennis and track equipment.

(4) NEW ATHLETIC FIELD

In 1929 when the erection of Coffman Hall destroyed the old athletic field at the northeast corner of the front campus, the College leased land and laid out a new athletic field south of Coffman Hall along the New

York Central tracks with a quarter-mile track and a one hundred yard straight-away. The committee made provisions for a soccer field and a baseball diamond. The College also provided for a director of physical education and athletics, for credit in physical education, and for athletic awards, consisting of sweaters, numerals, and chevrons. During the year 1929-30 Harve Driver served as physical education director for men and Olive Wyse for women. The latter continued to serve until 1932. The Tennis Association adopted a point system by which students could earn letters, numerals, and sweaters. Men received awards for superior work in athletics for the first time in 1930. In 1930-31 the men organized a ski club. Archery was introduced in 1933-34. In 1934-35, in order to correlate all of the athletic and outdoor recreational activity, all previous associations and clubs united to form one organization with twelve divisions each headed by a director. The plan was discontinued after two years. In a new reorganization in the year 1937-38 the general association was divided into a Men's Athletic Association and a Women's Athletic Association. For this and several years following these two associations were active in promoting intramural games of various sorts. The physical education classes were in charge of part-time or student directors.

(5) THE COLLEGE UNION

The College now employs a full-time director of men's athletics and recreation (Roman Gingerich, M.A. in physical education, S.U.I., 1946 assistant professor of physical education) and a full-time director of women's athletics and recreation (Miss Edith Herr, M.A. in physical education, U. of Michigan, 1949 assistant professor of education). They are grateful for the increased facilities made available through the use of the new auditorium-gymnasium completed in 1949. The facilities made it possible to play approximately three hundred twenty-five basketball games for college men and women during the year 1950-51. The gymnasium was used not only by college students but also by groups from Mennonite churches in northern Indiana. During the year local church groups, literary societies, Sunday school classes, college, faculty, and church units used the facilities for recreation when physical education classes or intramural activities were not scheduled. In addition to using the facilities in the gymnasium, the athletic directors pay some attention to the promotion of winter sports by arranging for overnight outings, camping experiences, and week-end recreational trips to points of interest.

(6) IDEALS OF THE ATHLETIC PROGRAM

The athletic directors aim to engage the entire student body in wholesome healthful physical exercise and to give every student training

in some form of recreation that he can continue beyond his undergraduate years. Both the curricular and extracurricular athletic programs, entirely intramural, direct the interest of the student toward physical exercise for physical fitness and health rather than the development of specialized skills for exhibition. The program also is calculated to promote the service ideals of the College by training students to organize and direct recreational activities for boys and girls.

The intramural athletic activities include all the usual major and minor sports except football. Touch football is a popular sport in the fall months. The department of physical education offers a teaching major in physical education for students preparing to teach in the secondary school. A non-credit course in physical education is required of all freshmen and sophomores. Freshmen receive an introduction to a wide variety of games both team and individual. For sophomores the department offers during each six weeks period three or four team or individual sports. From these the student may select the activity on which he wishes to concentrate for that period. The department aims to assist students to acquire skills for use in leisure time activities. Membership in the men's and women's athletic associations is now largely honorary and the functions of the associations are promotional. They assist in planning some of the all-school recreational activities.

Student Publications

The first issue of the *Institute Monthly*, predecessor of the *Goshen College Record*, was printed in October 1898. But the idea was not a new one. About a year before, the need for printing such a periodical was proposed to various members of the Board and received favorable consideration. When it was brought up again late in the summer of 1898, steps were taken at once to begin publication. The first number of the *Institute Monthly*, an eight-page, three-column publication with a format eight by eleven and one-half inches, was printed at Elkhart in October 1898. This format was continued until September 1899 when it was changed to a two-column page six and three-quarters by nine and one-half inches. W. K. Jacobs was the first editor and I. R. Detweiler business manager, with a staff of student assistants. Following September 1899 C. K. Hostetler served as editor until the school was moved to Goshen and the paper renamed *The College Record*.

One purpose of the first publication was to enable the student who had left the Institute to keep in touch with his classmates through the "personal" column. It was designed as "a means of communication between the Elkhart Institute and the educational public." Each issue

contained an "Elkhart Institute Directory." The first issue of ten thousand copies, printed on fifty pound book paper by the Mennonite Publishing House, cost forty-nine dollars and seventy-five cents. The *Institute Monthly* and its successor the *College Record* are a major source of information regarding the student activities and the less intimate administrative procedures of the College.

(1) THE GOSHEN COLLEGE RECORD (1903-19—)

The college publication that has continued throughout the entire history of Goshen College is the *College Record*, the successor of the *Elkhart Institute Monthly*. From September 1903 C. K. Hostetler continued as editor until March 1905. In April 1905, C. Henry Smith was made editor and C. K. Hostetler, managing editor. More and more of the actual writing for the paper was done by student assistants.

During the year 1910-11, Professor D. S. Gerig who had edited the *College Record* for a number of years, offered his resignation as editor on account of many other duties. He had conducted an admirable school paper. In the October 1910 issue of the *Record*, J. M. Kurtz began to write "Alumni Notes." His interest in this column and his insistence on the value of an alumni periodical led later to the publication of the *Alumni News-Letter* by the Alumni Association of Goshen College.

The *College Record* continued as a monthly magazine with little change in content or format until 1935. For a number of years students had been asking for a weekly paper instead of a monthly magazine. On October 12, 1936, the *Record* became a biweekly newspaper of four pages, nine by thirteen inches. Soon after the beginning of President Miller's administration (September 1940) the format was changed to eleven and a quarter by seventeen and one-half inches and has remained unchanged to the present time.

(2) THE REFLECTOR (1904-1908)

At the end of the first year at Goshen College, the senior class produced the first college annual, *The Reflector*, containing forty-eight pages, six inches high and nine inches wide. J. E. Hartzler, later president of Goshen College, was the editor-in-chief. The volume was dedicated to the memory of Lewis Kulp, the recently deceased treasurer of the Local Board. This little volume neatly printed and bound in a red paper cover tied with white silk cord was greeted with enthusiasm by the student body and by many of the patrons of the College. But from the first it aroused considerable criticism among certain elements of the constituency. They found fault with the pictures and with the humor. Although

sale of the book paid for the printing they criticized the administration for spending money for a book of this type. Pictures, especially, were a major stumbling block. Four-in-hand ties, standing collars, and watch chains for men as well as the dresses of the women and the method of combing their hair received severe criticism in many sections, especially in eastern Pennsylvania and northern Indiana.

Although the class of 1907 was small it printed the largest college annual, the *Reflector of 1907*, issued by any class up to that time. A comparison of the picture of the winter Bible students with those of the various college classes and the literary societies gives some indication of the reasons for criticism leveled at the publication. Judged by the pictures, the regular college students and the Winter Bible Term group might have been members of entirely different denominations.

Criticism of *The Reflector*, its jokes, pictures, etchings, finally led to a request by the Mennonite Board of Education and the faculty to discontinue its publication. The *1908 Reflector* had been the worst "offender" of all. Not only was it nearly twenty pages larger, the art much more elaborate, the pictures "dressier," but it included a number of well-drawn caricatures. An article entitled "Reminiscences of Elkhart Institute and Goshen College" records some valuable historical material and includes the picture of the groundbreaking for Goshen College. To compensate the class of 1909 for the loss of the *Reflector* the June 1909 number of *The Goshen College Record* was devoted largely to the events of commencement week, and printed some of the addresses delivered on the senior class program.

In 1910, since the senior class was not to print an annual, the administration decided on a special number of the *Record* to be published by the seniors. This number of the *Goshen College Record*, twice the usual number of pages, had a new cover design, was printed on paper of extra quality, and contained a number of pictures and some special literary features. J. W. Shank a member of the class of 1910 was assistant editor. Until 1915 the June issue of the *College Record* had some of the features of a college annual.

(3) THE MAPLE LEAF (1915-19—)

By 1914-15 the College had grown to such an extent that it was felt that the June number of the *College Record* could not serve as an "Annual." The class of 1915, one of the largest up to that time as well as one of the strongest, proposed to publish an annual. When the class first presented this proposition to the faculty, they voted against it. Later during one of President Hartzler's absences from the campus when the

students approached Dean Whitmer, he informed them that the faculty might reconsider its action. Finally after a great deal of consultation by the classes and members of the faculty they decided to publish a special number apart from the regular issue of the *Record*. This was the beginning of the present college annual, *The Maple Leaf*, of which the first issue appeared in 1915. Dean Paul E. Whitmer suggested the name for the publication. The faculty appointed President Hartzler, Dean Whitmer, and Professor Gerig to act as a committee to pass upon all matters published in the annual. It was published by both the junior and senior classes and was "dedicated to John S. Coffman, pioneer in the educational work of the Mennonite Church, whose abiding love for man and whose practical application of truth teach us to avoid cloudy thinking and hesitating action, to live simply and sincerely and to work devotedly in this world of men." The editor, Vernon Smucker, later served the Mennonite Publishing House as editor of the *Christian Monitor*.

This issue of the *Maple Leaf* contained a number of outstanding features including a six-page article by J. M. Kurtz entitled, "Twenty Years of Progress" and a story of the building of Science Hall with appropriate pictures showing the laying of the cornerstone and the building at various stages of construction. It was during this year that the Chemical Society was organized under the inspiring leadership of Professor J. M. Kurtz.

Expertly prepared by the students and carefully censored as it had been by the faculty, the 1915 *Maple Leaf* nevertheless received considerable criticism and the succeeding ones fared no better. A few members of the Board were sharply critical. One board member wrote a letter criticizing not only the *Maple Leaf* but also the athletic program, especially the dress of the "football" team. The "football team" mentioned in the letter was the six-man junior basketball team who were champions for that year.

World War I seriously curtailed extracurricular activities after 1917. When the juniors and seniors returned to college in the fall of 1918 they decided it would be impossible to print an annual. But when the attendance increased during the winter term and the school assumed some resemblance to prewar times, they decided to publish the 1919 issue of the *Maple Leaf* in order not to break the continuity of the recorded history of their Alma Mater. The classes appear to have made an honest effort to meet earlier criticisms of the *Maple Leaf*. Many of the pictures are severely plain, caricatures entirely absent.

For some reason the *Alumni News-Letter* of Goshen College discontinued publication with the July 1918 issue and did not resume publica-

tion until February 1, 1926. But for most of the years during the intervening period the *Maple Leaf* furnishes a rather complete history of student and faculty activities. The 1920 *Maple Leaf* of over two hundred pages contained all the usual features and a number of new ones. Since the year 1920 marked the twenty-fifth anniversary of the founding of the College and erection of the Elkhart Institute building, this issue devoted twelve pages to the Alumni Association and the history of the Elkhart Institute and Goshen College. Subsequent pages listed the names of all the instructors of Goshen College and presented a history of the student organizations. People unfriendly to the institution and unsympathetic toward student life, no doubt found considerable fault with the last fifty odd pages which under the title "Observatory" presented various humorous features and the advertisements which made the publication of the *Maple Leaf* possible.

The 1921 *Maple Leaf*, not quite so elaborate as the one of the previous year, contained all the usual features. The departments each received one page instead of two as in 1920. Fern Ann Umble, the artist, wove several bits of whimsical humor into some of the division pages.

The *Maple Leaf* of 1922, printed by the junior and senior classes, added one striking feature, "color photography," and printed some excellent views of the campus and of scenic spots along the Elkhart River or in Shoup's woods. The art work by A. L. Sprunger was a fitting forerunner to some of his later work. An interesting feature of the 1922 *Maple Leaf* is a list of A.B. graduates of the College from 1910 to 1921 with their occupations and addresses.

After the College reopened in 1924, the *Maple Leaf* continued publication each year. It contains, from the angle of student interest, a record of the more important features of campus life and activity. Completeness, artistry, and originality characterize most of the volumes of the series.

Student publications, the *College Record*, the *Maple Leaf*, and the Y.P.C.A. Handbook, continue to furnish opportunities for student initiative in literary composition, layout, business management, and promotion. These publications are edited by students under the direction of a faculty sponsor. The format of the *Maple Leaf* has remained constant since the first issue in 1915. But each editorial board is allowed a wide latitude in content and organization.

1. These were the meetings referred to earlier on page 6. The *Herald of Truth*, XXXVII (March 15, 1901), 81, reported the baptismal services as follows: "On the 6th of this month, Bish. Daniel Kauffman held services at the Elkhart Institute. Ten persons who worship there with those who withdrew from Bish. J. F. Funk's jurisdiction were baptized but not received into church fellowship."

2. Assisting A. M. Hess in his Y.P.C.A. program for this year was the late J. F. Ebersole serving as treasurer.

3. Eventually the men's cabinet became the Y.M.C.A. and the women's the Y.W.C.A. The president of the Y.P.C.A., always a young man, also is president of the Y.M.C.A. and the vice-president, always a young woman, is president of the Y.W.C.A. Each association has its own officers and committee members but in most of the work and planning the two cabinets meet together.

4. One such card issued to "Mr. and Mrs. Kolb" in 1898 is signed by F. N. Kornhaus, president, and Madge Work, secretary.

5. In an article in the December 1916 issue of the *Goshen College Record*, in which Professor J. M. Kurtz presented the history, philosophy, and contributions of the literary societies to the institution, he mentioned the Student's Library Association, the Student's Lecture Course, work in reading and oratory, contributions to the social life of the institution, gifts and donations of various kinds, the interclass and intercollegiate debates, and the oratorical contests, public and private, as well as various programs. He also mentioned the fountain, the arch, the clock, the telescope, physical science equipment, decorations and chandeliers in Assembly Hall, the purchase of equipment for the new science hall both in the department of home economics and the general lecture room; finally in a metaphor which was very expressive even though it is slightly mixed, he stated that all these "speak eloquently, of the lofty spirit which slumbers and ever and anon buds into full fruition from within these literary halls." During the two years ending in March 1917 the literary societies had given to the College gifts which conservatively estimated, totaled three thousand dollars.

6. This feat was not repeated until 1933 when Carl E. Showalter, freshman, of La Junta, Colorado, won first in the local contest and represented Goshen College in the state contest.

7. After the College reopened in 1924 no Goshen contestant was mentioned for first, second, or third place until in 1934 when Roy Umble tied for third in rank. From then on each year Goshen sent a representative to the state contest but until 1939 was always out of the first three places. In 1939, however, Charles Ainlay, then a sophomore, won first prize of sixty dollars. Four of the seven judges ranked him first in the contest. After more than a quarter century of participation this was the first year that a Goshen College student had brought this honor to his Alma Mater. In September Ainlay was notified that his oration had been chosen for first prize in the National Contest. Enclosed with the notice was a check for one hundred dollars from the Misses Seabury of Boston.

Chapter VIII

The Alumni Association of Goshen College, Incorporated

In March 1901 Principal N. E. Byers invited to his home the graduates who had received diplomas from an Elkhart Institute course of at least two years to organize the Elkhart Institute Alumni Association. This group adopted a constitution and elected officers to serve until the first annual meeting in June 1901: president, I. W. Royer; vice-president, A. J. Steiner; recording secretary, Frances R. Zook; corresponding secretary, Mrs. N. E. Byers; treasurer, Samuel Honderich. The Association held its first annual meeting on Wednesday afternoon, June 5. The spirit of loyalty to the school was very strong and resulted in pledging an endowment fund of thirteen hundred ninety dollars. Most of the pledges were in the form of bankable notes bearing five per cent interest. Jonathan M. Kurtz was elected president to serve one year. At the second annual meeting of the Alumni Association the members of the class of 1902 subscribed thirteen hundred dollars to the endowment fund of the Association.

"Alumni Day" came to be an important event in connection with the commencement exercises. At the business meeting held in the afternoon the business of the Association was transacted and members of the Board of Directors elected. Following the business meeting several hours were open for informal visiting. Members of the Association met in the evening with friends of the College to listen to the alumni address delivered by some speaker chosen by the Executive Committee.

Through the early years at Goshen the "Elkhart Institute Alumni Association" which became the "Alumni Association of Goshen College" made some notable contributions to the life and spirit of Goshen College. At its annual meeting on June 13, 1906, the Association passed a resolution to establish a Mennonite Historical Library at Goshen College and appointed the Executive Committee of the Association as a Book Committee to select books on Mennonite history for the proposed library in cooperation with Professor C. Henry Smith.¹ Professor Smith had aroused considerable enthusiasm among students and alumni by an address in chapel on the subject "Mennonites in History."

In June 1908 for the annual alumni address, alumni brought to the campus, Rev. Frank Hosmer of Chicago, first principal of the Elkhart Institute. Alumni were especially interested to hear him tell how he found the Elkhart Institute upon his first arrival in Elkhart in the fall of 1894. At this annual meeting of the Alumni Association the number of directors was raised from nine to twelve. A special feature of the alumni reunion at the end of the next year (1908-09) was the address of Willis E. Tower of Chicago, second principal of the Elkhart Institute (June 1895 to June 1897).²

When the Board of Directors of the Alumni Association met on April 7, 1911, to consider plans and policies with reference to the Association and to plan for the annual reunion, they decided to take some action on the printing of an alumni news-letter. The Board instructed the Executive Committee to formulate plans to be presented at the next annual meeting.

Officers of the Alumni Association made elaborate preparations for the 1912 commencement. A committee of students cooperating with Professor J. M. Kurtz, the president of the Association, with headquarters in the cabinet room of the men's dormitory, rendered all possible service to commencement visitors. The alumni address, delivered by Dr. O. C. Yoder of Peru, Illinois, on the subject "Elimination of Disease," was reported in the *College Record* as "an excellent presentation of a timely subject." Over one hundred alumni attended the banquet after the address. Professor Paul E. Whitmer was toastmaster and maintained his usual reputation for a fine blend of cheerful humor and good sense. At the annual meeting the Mennonite Historical Library, collected and now cataloged by the Association, was presented to the College.

When President Byers and others resigned in 1913 the students and alumni of the College immediately drew up a petition to the Mennonite Board of Education expressing their disapproval of President Byers' resignation. Throughout President Hartzler's administration, the alumni as a whole, however, were loyal to the new president and to the institution. Accordingly, in 1913 the Association appointed a committee "to formulate definite plans and methods of procedure" for raising an Alumni Endowment Fund. The members of the committee were Professor J. M. Kurtz, president of the Association, Professor J. Frank Ebersole, J. W. Shank, and President Hartzler of the College. In 1915 the Association outlined a plan for raising fifty thousand dollars in less than ten years. Each alumnus was to subscribe one hundred fifty-three dollars to be invested by the Board of Trustees. This amount in ten years with annual compound interest together with the principal would amount to two hundred

fifty dollars. The following senior class of 1915 alone subscribed enough to make a three thousand dollar donation. J. Frank Ebersole took a very keen interest in this alumni endowment campaign. Under his direction the Board of Trustees of the Alumni Association adopted resolutions providing for protecting the secretary and treasurer in making investments and covering other points such as auditing the accounts of the Board, investigating banks in which the money was to be deposited, and the method of investing the funds of the Association. By March 1917 one third of the fifty thousand dollars had already been subscribed. A meeting of the Investment Committee scheduled for April 26, 1917, was canceled on account of the smallpox epidemic on the campus. After the resignation of President Hartzler in 1918 many alumni lost interest and confidence in the Endowment Fund. When the Board of Education closed the College in 1923, the Association dispersed the fund.

Goshen Alumni Offer to Purchase College and Physical Plant

During the spring of 1923 alumni became alarmed at the prospect that the school might be closed. Local alumni devised a plan to purchase the plant from the Mennonite Board of Education and to continue the school as a Mennonite institution. They mailed hundreds of cards to alumni east and west, soliciting their financial and moral support. Local alumni felt that a large part of the Church in the Central States was not in full sympathy with the attitude taken by the Board toward the College in recent years. Representatives of the patrons and supporters of both alumni and faculty proposed to the Executive Committee of the Board to assume all liabilities in consideration of receiving all the assets. The transaction was to be considered on a cash basis and to be closed as soon as the terms could be complied with.

The Executive Committee replied to this offer that the Mennonite Board of Education still was planning to carry out its policy of unifying the educational activities of the Mennonite Church by maintaining a central college and since they questioned the advisability of maintaining an institution within the Church which was not under the control of the Church they declined to accept the proposition.³

In the case of the more recent alumni, the closing of Goshen College presented serious problems. The College had finally attained standardization for both teacher training and college departments. The question that now presented itself was, what will be the value of credits earned at a college which no longer exists? Serious disappointment awaited alumni when they transferred their credits to graduate institutions. Many of the older alumni had their confidence in their college shaken.

After the College closed its doors in 1923 many alumni proposed diverting the alumni endowment fund to Bluffton College. Eventually the Association agreed on a plan to distribute the funds. The total amount at the time of the distribution was over fifteen thousand five hundred dollars in cash, notes, and accrued interest. During liquidation, subscription notes returned to subscribers totaled over seventy-five hundred dollars; subscription notes canceled, four hundred dollars; cash remitted to beneficiaries as designated by subscribers, over twenty-five hundred dollars. Designated beneficiaries included Goshen College, Bluffton College, *The Christian Exponent*, Witmarsum Theological Seminary, the Indiana-Michigan Mission Board, and the Eighth Street Mennonite Church of Goshen. In addition to the amount designated for Goshen College the committee remitted to the College over four hundred fifty dollars in unclaimed balances and also one hundred twenty dollars representing the net earnings during the period of liquidation.

The Founder's Fund

For a few years following the reopening of the College in 1924 alumni activities were at a low ebb. Even the annual catalog failed to carry the usual alumni pages with the names of officers and directors. In the earlier years the Association had collected annual dues to pay for printing the *Alumni News-Letter* and for postage and other small items of expense including printing and mailing cards announcing the date of the annual meeting at commencement. In the lean years following 1924 after the College was reopened, the alumni treasury was usually empty. At each annual meeting of the Board of Directors, Dr. S. T. Miller would say, "Witmer, how much money is in the treasury?" Anticipating that the answer would be "None!" he would draw out his billfold, lay a ten or twenty dollar bill on the table, look across at F. S. Ebersole and say, "Come on, Frank, it is up to us!" Subsidies from members of the Board of Directors, especially from Dr. S. T. Miller and F. S. Ebersole, enabled the treasurer, S. W. Witmer, to carry on the work of the Association. In 1929 the Association increased the dues from fifty cents to one dollar. Twenty-five cents of each dollar was to pay the annual subscription of the *News-Letter*. At this time the Association also was trying to raise money to print the 1930 alumni directory. The next year the treasurer announced with some pride that one hundred five alumni replying to his letters had sent in checks totaling one hundred twenty-nine dollars. He stated that some of the members were so generous as to send checks for five dollars! But he warned that the money on hand was not sufficient to complete the year's work which included securing information for the

directory, printing the directory and *News-Letter*, and mailing the *News-Letter*.

The Board of Directors of the Alumni Association recommended to the 1927 annual meeting of the Association an active campaign to be known as the "new alumni endowment fund," or Founder's Fund, in honor of J. S. Coffman, J. S. Hartzler, and others in the administration and faculty of Goshen College. The Association appointed a permanent finance committee of ten and gave them full charge of the campaign subject to the Board of Directors of the Association. A committee of fifty composed of one or more representatives of each class was appointed a committee of reference and also for general support of the Fund. Wherever possible, they were to act as local representatives. There being no special endowment treasurer, S. W. Witmer, treasurer of the Alumni Association, was to receive all funds. In order to prevent a recurrence of a dispersion or liquidation of the Alumni Endowment Fund such as had taken place in 1924, the Association petitioned the Mennonite Board of Education to set up within the framework of its own financial organization a special Alumni Endowment Fund to be known as the Founder's Fund with the provision that the Board of Directors of the Alumni Association have the privilege of directing the disposal of the income from the Fund. This the Mennonite Board of Education consented to do. The ultimate goal of the Alumni Endowment Fund was set at fifty thousand dollars in ten years of which fifteen thousand dollars was to be raised within the first three.⁴

The depression of the early 1930's and the practice of the classes in presenting gifts to the College other than money decreased interest in the Founder's Fund. About 1950 the Fund had reached approximately ninety-five hundred dollars and the directors requested that of the amount donated by alumni the Mennonite Board of Education set aside a sufficient amount to raise the Alumni Endowment Fund to ten thousand dollars. The Fund remains at the figure. It was the custom from year to year for the Board of Directors to specify that the income from the Endowment Fund be placed at the disposal of the librarian of the College for the purchase of new books.

C. P. Martin who had been elected treasurer in 1929 carried the financial burden of the Association for a number of years. He collected annual dues, received contributions for endowment and transferred them to the treasurer of the Board of Education, sold the tickets for the annual alumni banquet in June, and raised enough money to pay for the printing of the *Alumni News-Letter*. Even during the lean depression years he succeeded in collecting enough money to pay these incidental expenses. The

alumni treasury paid for printing the *Alumni Directory*, edited by Silas Hertzler in 1930 and the second edited by John Umble in 1935. At that time the Alumni Association collected funds for general operating expense of the College in addition to the annual dues. But the list of contributors to the annual expense fund of the College was small until the adoption of the "three-in-one-plan" in 1936.

Alumni Division of the Goshen College Accrediment Plan

In 1931 Dr. S. T. Miller, retiring president of the Association, pointed out that its numerical strength made it possible for the Association to help very materially in the financial support of the College. M. C. Lehman, the newly elected president, proposed to approach every alumnus during the coming year to contribute toward college maintenance or endowment. In spite of the depression, alumni sent enough money before January 1932 to help to make it possible for every faculty member to receive his pay in full. In April 1933 at a meeting of the Board of Directors of the Association held in the office of Dr. S. T. Miller in Elkhart, the Directors passed a resolution recommending that the annual meeting in June adopt a definite plan for alumni support of the educational program of the College. At a special meeting in October 1933 the Board of Directors adopted a slogan, "Every Alumnus a Contributor Every Year."

The finances of the Alumni Association entered a new era in the middle 1930's when the College began laying plans for admission to the North Central Association. At that time the Board of Directors adopted a modified form of the plan that had met with considerable success at Northwestern University. This plan known as the "Three-In-One-Plan" offered, for one annual gift to the Alumni Association, a membership card for that year, a one-year subscription to the *Alumni News-Letter*, and credit for a gift to the College. The Board of Directors turned over to the College treasury, immediately on receipt, all contributions for whatever purpose, sent to the treasurer of the Association. The College on its part paid all of the expenses involved in the promotional activities of the Association, as well as postage, printing, and mailing the *News-Letter*.

When the Board of Directors organized the "Alumni Division of the Goshen College Accrediment Plan," regional directors appointed in areas where any considerable number of alumni lived, aided the Alumni Office in soliciting funds for the Accrediment Plan. The early success of the Plan—and it was success—was due largely to the donated services of these regional directors. They personally interviewed more than one thousand alumni in the interest of the Plan.

President Yoder announced to the faculty on December 8, 1935, that "to meet the increased educational expenditures, additional operating income is to be sought through donations, through alumni and the Church. A program for receiving such donations from the alumni has been organized with Professor John Umble as director." In order to meet North Central Association requirements for stable, continuing income the College proposed building as large a group as possible of individuals who would pledge themselves to give annually to the College, contributions of not less than ten dollars. The new requirements of the N.C.A. allowed such regular donations to be accepted in lieu of income from an endowment fund. During the fiscal year closing on September 1, 1937, about five hundred alumni contributed over forty-one hundred dollars. In succeeding years the number of contributors and the amount contributed rose steadily. In 1939 when faculty members were informed that they must take a ten per cent cut in salary, increase in alumni donations made it possible for them to receive all but five per cent of their salary.

Up to this time the College had not designated anyone as alumni secretary but the Board of Directors of the Alumni Association had appointed John Umble "Director of the Alumni Division of the Goshen College Accreditation Plan." When the studies of the Survey Commission during the middle thirties had pointed up the need for an alumni secretary and also a secretary of the College who was to have charge of mailing lists and pre-induction information regarding students, Dean Bender made the following recommendation for reassignment of service of the alumni director: that beginning with the academic year 1938-39 he be transferred from his present assignment in the department of English without loss of rank or seniority standing to the following services: professor of speech in the newly created Department of Speech; alumni secretary in charge of alumni campaign and contacts; secretary of the college in charge of mailing lists, correspondence regarding student solicitation, preregistration counsel, and maintenance of a card index of information on prospective students; and director of the proposed Mennonite Research Center with opportunity to do creative writing to deal with Mennonite literature, with much of the summer's working time devoted to the latter assignment. He also recommended an increase in salary. These recommendations were adopted but the arrangement proved temporary because the growth of the department of speech, the broadening of the extracurricular program in forensics, and the greatly expanding work in the alumni area made it impossible for him to render satisfactory service in student solicitation. He never rendered active service as director of the Mennonite Research Center.

Financial Support of the College Program

While the record of Goshen College alumni in graduate schools and their performance in many areas of service enhanced the reputation and standing of Goshen College, a more tangible and spectacular contribution has been in the field of finances—money contributed to the College for various purposes. Soon after his election in 1940 President Miller proposed as an alumni project for the year 1940-41, three thousand three hundred fifty dollars for general expense which would equal the amount given by the alumni for that purpose in the previous years and three thousand dollars for library books which would increase chances of Goshen College for N.C.A. accreditation by raising the percentile rating on "Expenditure for Library Books" ten or fifteen per cent. This seemed like a large amount because in 1934 alumni had contributed only a little over one thousand dollars to the College and in 1935-36 less than fifteen hundred. But as indicated earlier their contributions matched the president's figure. Alumni contributions rose to almost four thousand in 1936-37 and again in 1938-39.

After Goshen had attained membership in the North Central Association two other projects received financial support of alumni: first, the debt liquidation campaign which called for the raising of one hundred five thousand dollars of which Goshen's proportion was about sixty-five thousand and, second, the building program. The alumni goal for the fifteen-month period, June 1, 1942, to September 1, 1943, was set at twenty-one thousand dollars. During that period alumni contributed a little over twenty-two thousand.

After Goshen gained membership in the N.C.A. it was suggested that the name of the Alumni Division of the Goshen College Accrediment Plan be changed to "Goshen College Alumni Living Endowment Plan." This was to bring to the consciousness of alumni that their obligation to their Alma Mater required regular annual donations to keep the College a standard institution. The following table shows the number of alumni contributors and amounts given by alumni from 1948 to 1952:

1948-1951	gave	\$34,123.51
1949-1952	"	\$40,280.20
1950-1951	"	\$45,721.49
1951-1952	"	\$27,528.91
1952-1953	"	\$30,922.59

The 1950 total includes the amount of several class gifts contributed earlier but not used in the construction of the College Union until 1949-50.

At the beginning of President Miller's administration the office of alumni secretary was combined with that of student field secretary and

Levi Hartzler was appointed to that position in 1940. He served until 1947 when he resigned to accept a position with the Mennonite Board of Missions and Charities in Elkhart. In the same year the administration of the College established a new administrative office, director of Alumni Relations, and appointed John Umble to that position. He served as director until his retirement in 1952. In 1947 C. P. Martin, who had been retained on the Executive Committee of the Alumni Association as vice-president after he ended his first period of service as president in 1942, was re-elected president and served until 1949 when Dr. Carl M. Hostetler of Goshen was elected president.

The Alumni News-Letter

The idea of the publication of the *Alumni News-Letter* seems to have been original with Professor J. M. Kurtz of the class of 1901. After several years agitation the first issue known as Series 1, No. 1, was printed on July 15, 1911, while J. M. Kurtz was serving as president of the Association. Paul E. Whitmer was the first editor. The original plans called for four issues a year—July, October, January, and April. But in some years only one number was printed. Following Series 8, No. 2, in January 1919, publication of the *News-Letter* was suspended until the appearance of Series 9, No. 1, on February 1, 1926. F. S. Ebersole, S. W. Witmer, and E. A. Meyer served as an editorial committee, but Professor and Mrs. S. W. Witmer carried the chief editorial burden. Beginning in 1929 with Series 12, No. 1, Silas Hertzler was elected editor. Following Silas Hertzler, J. Boyd Cressman edited Series 13, Nos. 2 and 3 and changed the format of the *News-Letter*. He was succeeded in July 1930 by John Umble who changed back to the earlier format and served continuously as editor of the *News-Letter* until his retirement in 1952 when S. A. Yoder was elected editor.

In 1935 the Board of Directors of the Alumni Association voted to increase the number of issues to six per year.⁵ At the suggestion of M. C. Lehman the Board decided to furnish to alumni, through the *Alumni News-Letter*, information about alumni activities in the Church as well as about their Alma Mater and thereby stimulate loyalty to the Church and the College. In line with the new policy the Board appointed an advisory committee of associate editors: M. C. Lehman, chairman, I. W. Royer, and W. H. Smith. Beginning with the May 1935 issue the *News-Letter* published a leading article purporting to be of interest especially to those alumni who had retained their connection with the Mennonite Church. After a few years when this committee was discontinued, the editor resumed sole responsibility for the publication. Successive issues of the *News-Letter* down through the years have contained from four to

twenty-four pages and now make two large bound volumes of about seven hundred pages each. The *News-Letter* has become a major instrument in promoting alumni loyalty and support of the institution. The earlier issues have considerable unique historical value.

Expanding Influence and Service of the Association

Members of the Alumni Association are gaining an increasingly large place in the work of the Mennonite Board of Education and its schools. J. Forrest Kanagy, member of the class of 1930, now purchasing agent for the Musselman Canning Company of Biglerville, Pennsylvania, was elected secretary of the Mennonite Board of Education in 1950 succeeding Roy Roth of Morton, Illinois, member of the class of 1943, who accepted the presidency of Hesston College. The other Goshen College alumni representative on the Mennonite Board of Education is Don Kreider, former examiner in the U.S. Federal Reserve System and now connected with the Northern Trust Company, Chicago.

The business of the Association is transacted by the Board of Directors of eighteen members, six elected each year for a three-year term. Five are nominated by the Board and elected by the annual meeting and one is nominated by the graduating class. The only meeting at which all of the directors were present during the last twenty-five years was the one held in December 1944 to plan for alumni participation in the celebration of the fiftieth anniversary of the founding of Goshen College, the Alumni Anniversary program on April 28, 1945, alumni participation in raising funds for the new auditorium-gymnasium, and printing of the fiftieth anniversary alumni directory.

President Miller, convinced of the value of face-to-face contacts, sent the alumni field secretary on a tour totaling more than four thousand miles in the year 1940-41. In 1942 he sent the president of the Alumni Association on a good will tour to the large cities in the East, not usually visited by the field man of the College. The president of the Association held meetings with alumni in Cleveland, Boston, New York, Washington, D.C., Baltimore, Columbus, Ohio, and a number of other points. At these meetings he interspersed his lecture with Kodachrome slides showing views of the campus and student life and activity. The tour was so well received that President Miller had the Executive Committee of the Alumni Association plan another for the following year. One year Abram Hallman of Akron, Pennsylvania, was appointed to make these friendly contacts with alumni.

Qualifications for membership in the Association have undergone a number of changes.⁶ Until 1912 the Association continued to receive

graduates from the oratory, music, commercial, and academy curriculums in addition to graduates from the four-year college curriculum. Academy as well as college graduates were received as members of the Association for a number of years, finally only college graduates. In 1929 the question of broadening the base of membership in the Association was agitated and in 1930 the Board of Directors appointed a committee to investigate the practice in use in other alumni associations. This committee by use of a questionnaire discovered that some alumni associations were throwing alumni association membership open to students who had completed a year's work in the institution, others admitted all matriculates. As a compromise measure the Association adopted a bylaw according the rights of membership to all bona fide matriculates as soon as their class had graduated. Current practice accords full membership to all matriculates immediately after they leave college even though they had not completed a course.

Alumnus of the Year

In 1947 the Executive Committee of the Alumni Association voted to pay fitting tribute at the end of the year to an alumnus who during the year had given unusual service in some way related to the interests of the College. The Board of Directors decided to honor Orie O. Miller by designating him "Alumnus of the Year" in 1948 and requested that he give the principal address at the Alumni Banquet. His address and a brief biography were printed in the *Alumni News-Letter*. Frank Ebersole of the classes of 1901 and 1914 was chosen alumnus of the year in 1949. The choice was a popular one with the older alumni who were acquainted with Mr. Ebersole's outstanding contribution as a student and teacher and as an alumnus in the early days of the Elkhart Institute and Goshen College. During the preceding year he had rendered valuable service also in the Goshen city campaign to raise money for building the College Union. At the annual meeting in 1950 the Board chose I. W. Royer alumnus of the year. In response to several suggestions and a special request from the Executive Committee of the Mennonite Board of Education the Board of Directors of the Association omitted designating an "Alumnus of the Year" after 1950.

The annual banquet and reunion of the Alumni Association is increasing in size and importance. The special feature of the 1952 banquet was the unveiling in the Alumni Memorial Dining Room in Westlawn by the president, Dr. Carl M. Hostetler, of a beautiful bronze plaque over the south entrance of the dining room, "1952 Alumni Memorial Dining Room 1952." Following the unveiling of the plaque J. Forrest Kanagy

of the class of 1930, secretary of the Mennonite Board of Education, led in a responsive Scripture reading. President Miller of the class of 1917 then read a "Service of Dedication" to which alumni responded.

The December 1944 meeting of the Board of Directors of the Alumni Association planned a *Golden Anniversary Alumni Directory*. This volume of two hundred sixty-five pages aimed to print the complete address of all present and former faculty members and of all students of the Elkhart Institute and Goshen College from 1894 to 1950. Three thousand copies of the volume were printed as the April 1951 number of the *Goshen College Bulletin*. More than twenty-five hundred copies were mailed to alumni and friends of the institution. The directory lists more than 9,297 names. Of these nearly twenty-two hundred have graduated, six thousand are non-graduates. In the process of collecting data for the three directories (1930, 1935, and 1950) the mailing list of the *Alumni News-Letter* increased from less than one thousand to more than six thousand.

Alumni of the College have shown their loyalty and interest in many ways. In 1945 Franklin N. Kornhaus of Oakland, California, member of the class of 1901, donated twenty-five hundred dollars to endow a scholarship in public speaking. In 1948 friends of J. S. Hartzler endowed a J. S. Hartzler Memorial Scholarship to be awarded annually to a student in the Bible Department. In 1952 Miss Fern Ann Umble of Cleveland, formerly of West Liberty, Ohio, member of the class of 1921, gave twenty-five hundred dollars to the College to endow a scholarship as a memorial to her parents to be known as the "B. Frank and Nancy B. Umble Foreign Missionary Scholarship." Goshen alumni and other friends of Christian education also are setting up two other scholarships: Clifford A. Snyder Memorial Scholarship and the David A. Yoder Memorial Scholarship.

Reunions

The growing school spirit among alumni early led to reunions, some annual, others whenever a group of former students and faculty members happened to be present at a conference or other public meeting. One such event was held at the home of Bishop Benjamin Gerig near Smithville, Ohio, in August 1901. Twenty former students were in attendance. In the summer of 1902 Mr. and Mrs. I. R. Detweiler who were on their way to India as missionaries, stopped for a few days with friends in Wayne County. More than twenty-five former students of the Elkhart Institute and their friends made use of this opportunity for a meeting at the home of David Zook near Sterling, Ohio.

On August 11, 1906, a large number of students and friends of the

College enjoyed a pleasant gathering at the home of A. C. Ramseyer near Smithville, Ohio. At the close of the exercises they appointed a committee to determine the time and place of the next meeting and to arrange a program. The members of the committee were, Alvin Ramseyer, J. M. Kurtz, and Anna V. Yoder. Two weeks later, following the Ohio State Sunday School Conference at the Midway Church in Columbiana County, Ohio (August 22-24), Goshen College students, faculty members, and friends met at the home of H. L. and Margaret Rickert. Paul E. Whitmer presided and a number of addresses were given by former students and members of the faculty.

In spite of a rising tide of criticism of the College and its leaders in the early days large sections of Ohio, Illinois, and Pennsylvania continued their enthusiastic support of the College. One of the evidences of this loyalty was the growing number of reunions of students in Wayne, Logan, and Holmes counties in Ohio, in Lancaster County, Pennsylvania, and in central Illinois.

Regional alumni reunions have proved a useful and delightful means of maintaining college friendships and college loyalties. The oldest of these is the "Chicago Branch of Goshen College Alumni," organized on December 1, 1906, and held annually since that time.⁷ It is possible that this reunion missed one or two years because the one for 1942 was announced as the thirty-fourth annual dinner. On the latter occasion President Miller gave the principal address on "Goshen College and the Emergency."

During the year that the College was closed (1923-24) Goshen College alumni who felt special loyalty to the earlier regime organized an August meeting held for a number of years at Roger's Park in Goshen. Later it was transferred to the College campus. The nineteenth annual Summer Reunion was held in the dining room of Kulp Hall in late August 1941. Eventually this annual meeting was discontinued and incorporated in the annual spring reunion.

One of the oldest regional alumni associations is that held in north-eastern Ohio. Another large successful reunion is the annual meeting in eastern Pennsylvania. A favorite meeting place is the Hotel Brunswick in Lancaster. The group includes alumni not only from eastern Pennsylvania but from adjacent areas in New York, New Jersey, Delaware, and Maryland. Another of the older reunions is the one in western Ohio including alumni from Fulton, Allen, Logan, Champaign, and Madison counties, also from Columbus. For a number of years alumni in central and northern Illinois held an annual reunion. The southeastern Iowa reunion was held as a joint Goshen-Hesston alumni reunion. The meet-

ing in 1949 discussed the question of holding separate reunions for Heston and Goshen alumni but voted to postpone the vote on the question for one year. Karl Massanari, acting dean of Goshen College, was speaker for the combined reunion held in Wellman in August 1952. In December 1950 sixty Goshen alumni and friends met in the basement of the Mennonite Church in Wayland, Iowa, for the first all-Goshen south-eastern Iowa alumni reunion. The group effected a permanent organization by electing Glenn Widmer, M.D., president and Mrs. Harold Meyer, secretary-treasurer. Acting President Carl Kreider was the speaker at the first reunion. President Miller delivered the address at the second annual Wayland, Iowa, Goshen College alumni reunion.

A number of Goshen College alumni planned a reunion at Arbutus Park, in southwestern Pennsylvania in the summer of 1942. Representatives from several CPS camps were in attendance. The Goshen College alumni from the Southwestern Pennsylvania Conference District did not organize an annual reunion, however, until in 1948 when Mrs. Winifred Paul issued a call for a meeting at Somerset, Pennsylvania. Those present decided to hold an annual reunion and elected H. Ralph Hernley of Scottdale, president. Newest of the annual reunions is California-Arizona. Organized in 1950 through the enthusiastic efforts of John David Zehr and Arlene Sitler the group held the first meeting in 1951.

Other reunions have been held at widely separated places. One of these was held in La Junta, Colorado, in August 1942 when thirty Goshen College alumni held an informal meeting. Dr. Sanford C. Yoder who happened to be in Colorado was the main speaker. Fannie Schrock of the class of 1942 was in charge of the reunion.

Goshen College alumni are taking serious interest in the new emphasis on family living. The following Washington, D.C., press release appearing in the June 11, 1952, issue of the *Goshen News-Democrat* will be of interest to alumni: "The college baby crop continues in an upward trend, according to an annual survey reported today by the population reference bureau.

"Men and women of the class of 1942 are able to boast of 39 per cent more infants apiece than could graduates of the class of 1936.

"In Indiana, alumni of Goshen College's class of 1942 took top honors with an average 2.21 children apiece. They are well above the national [college graduate] average of 1.5 and rank third among the 121 classes where 42 men were interviewed."

1. Until 1906 the Association had loaned to deserving students the income from the Endowment Fund with the stipulation that the borrower was to return the money to the Association. But in 1907, the Association decided to spend the income on books for the Mennonite Historical Library of the College.

2. During that time the school was reorganized and the building erected on Prairie Street. After he left the Elkhart Institute, he became instructor of physics in the Englewood High School.

3. In spite of previous unsuccessful attempts of the Local Board of the College to arrange for reopening school in September 1923 and in spite of the Board's action at its April meeting, Daniel Kauffman believed to the last that it would be possible to reorganize the institution and to continue Goshen College. Even on the evening preceding the day when the Board finally voted to close the institution for one year, he approached several prospective instructors and secured promise of cooperation in continuing the work of the school for the following year.

4. Members of the graduating classes in 1925 and 1926 showed considerable interest in this fund. Graduating classes of 1926 and 1927 pledged an average of one hundred dollars each to be paid to the alumni fund in five annual installments. The total pledges of the two classes were two thousand seven hundred twenty-five dollars.

5. From the beginning until 1926 Goshen College had issued four regular bulletins a year. In 1927 the College issued seven annual bulletins. After the new permit was secured in 1930, the bulletin was issued once a month until 1949. Since that date the College prints fourteen issues a year counting the six issues of the *Alumni News-Letter*.

6. When the Elkhart Institute Alumni Association was organized in 1901, all of the graduates from two- and four-year courses were admitted to membership and in the next year only graduates from the two- and four-year courses. After the Elkhart Institute became Goshen College in 1903, the Association was reorganized as the "Alumni Association of Elkhart Institute and Goshen College" and continued to accept as members the graduates from two-, three-, and four-year courses.

7. The first Chicago reunion was held at the home of Mr. (now Dr.) and Mrs. S. T. Miller. Seventeen alumni were present. C. Henry Smith served as toastmaster and Professor J. M. Kurtz was present as a representative of Goshen College. First officers of the "Chicago Association of Goshen College Alumni" were O. C. Yoder, president; S. T. Miller, vice-president; G. H. Rutt, secretary-treasurer; and W. B. Christophel, reporter. President Byers spoke at the second reunion in 1908, and Professor C. Henry Smith at the third in 1909. During recent years Mrs. Margaret Anderson Morse and Mrs. Frank D. King have taken an active interest in the organization.

Appendixes

Appendix A

A List of the Administrative Officers and Instructors in the Elkhart Institute and Goshen College

I. Principal of the Elkhart Institute

Hosmer, Rev. F. A., 1894-95
Tower, Willis E., 1895-98
Byers, Noah Ebersole, 1898-1903

II. President of Goshen College

Byers, N. E., M.A., 1903-13
Hartzler, John E. (A.B. 10)*, Ph.D., 1913-18
†Lapp, George Jay (A.B. 13, B.D. 47)
M.R.E., 1918-19
Reist, Henry Frank (1904)^o, 1919-20
†Detweiler, Irvin Rutt (A.B. 11) (Acting),
1920-22
†Kauffman, Daniel, 1922-23
Yoder, Sanford Calvin, S.T.D., 1923-40
Miller, Ernest Edgar (B.A. 17), Ph.D.,
1940-54
Kreider, Carl (B.A. 36), Ph.D., acting presi-
dent 1950-51
Mininger, Paul Everett (B.A. 34), Ph.D.,
1954-

III. Dean of Goshen College

†Smith, C. Henry, Ph.D., 1909-13
Whitmer, Paul Emmons, B.D., 1913-16
Gerig, Daniel S., M.A., 1916-19
†Blosser, Christian B., 1919-21
Fisher, John J., M.A., 1921-23
†Oyer, Noah, Th.B., 1924-31 dean of College
and of Bible School
Bender, Harold Stauffer, Th.D., dean 1931-
44, dean of Bible School and Biblical
Seminary 1931-
Kreider, Carl (B.A. 36), Ph.D., 1944-
Massanari, Karl (B.A. 36), Ed.D., acting
dean 1952-55

IV. Instructional and Administrative Staff

Abbott, Roscoe D., instructor in physical
education 1920-21

Allgyer, J. Roy (A.B. 15), instructor agricul-
ture (short course) 1919-20
Amstutz, H. Clair (B.A. 33), M.D., Indiana
University, interim instructor biology
1934-35, college physician 1939-45, 1948-
, instructor in health 1939-45, 1948-
Bachman, Leland (Th.B. 38), controller
1947-49, business manager 1949-
Bair, Ray (B.A. 47, Th.B. 48), student field
secretary 1949-50

Baker, Edith, violin, viola 1939-41
Bechtel, Harold, M.A., (part time) education
1938-39

Beck, Anna, instructor kindergarten 1903
Beck, Ralph L., (part time) education 1947-
48

Beechy, Atlee (B.S. in Ed. 35), M.A., as-
sistant professor of education 1949- ,
dean of men 1949-

Bender, Elizabeth (Horsch) (Mrs. H. S.
Bender) (A.B. 18), M.A., instructor Latin,
German, English 1925-29, algebra 1930-31,
German 1934-39, assistant professor Ger-
man 1948-

Bender, Florence Elizabeth (A.B. 22), M.S.
in Home Ec., instructor home economics
1932-33

Bender, Harold S. (A.B. 18), Th.D., Heidel-
berg University 1935, professor church
history and sociology 1924-31, professor
Bible and church history 1931-43, profes-
sor Bible 1943-46, professor church history
1946- , acting dean 1931-33, dean 1933-
44, dean Bible School 1931-46, dean Bib-
lical Seminary 1946-

Bender, Paul, Ph.D., State University of
Iowa, professor physics, mathematics 1932,
director Elkhart branch 1934-35, registrar
1936- , director personnel 1937-39, act-
ing dean 1940-41, 1950-51, director admis-
sions 1950-

Bivin, George D., Ph.D., professor philos-
ophy and education 1915-16

†Blosser, Christian B. (1907), dean 1919-21,
instructor biological science 1909-10, pro-
fessor biological science 1910-15, professor
agriculture 1917-22, dean School of Agri-
culture 1917-21, interim professor science
1933-34

Blough, Frank, professor music and voice
1924-26

†Bontrager, Sylvia, instructor piano 1911-14
Brenneman, Naomi, visiting professor Eng-
lish 1945-46

Brenneman, Ruth, instructor home econo-
mics 1921-23

Brinklow, Reginald, B.S.M., (part time)
music 1937-45

* Bachelor's degree and year of graduation in parenthesis indicates graduation from Goshen College. Until 1924 the degree was written A.B., after that date B.A.

^o Year alone in parenthesis indicates graduation from Junior College.

† Deceased.

- Brookmyer, Edward, (part time) commercial 1949-50
- Brubacher, Margaret (B.S. in Nursing 53), instructor in nursing 1954-
- †Brunk, Adeline V., instructor elocution 1900-2
- †Brunk, George R., instructor Short Bible Term 1902-3
- Brunk, J. Claude, assistant instructor music 1907-10, instructor voice 1910-12
- †Brunk, John D., music director 1906-14, 1925-26
- Brunk, Mabel (B.A. 47), M.N., medical clinical instructor 1951-
- Burkhart, Charles (B.A. 50), M.A., assistant professor of music 1952-
- Burkhart, Irvin E. (B.A. 26), Th.M., assistant professor Bible 1935-37, field secretary 1937.
- Burkholder, Bertha C. (Mrs. Paul Bender), M.A., dean of women 1927-29, instructor in French 1926-29
- Burkholder, J. Lawrence (B.A. 39), B.D., Gettysburg Theological Seminary, instructor Bible and philosophy 1949-
- Buschert, Robert C. (B.A. 48), instructor mathematics and physics 1948-50
- †Buzzard, Joe, instructor penmanship 1898-99
- Byers, Cecil Floyd, (part time) economics, commerce 1933-38
- Byers, Noah E., A.M., president 1903-13, professor of psychology and education 1898-1913
- Byler, Elsie (Mrs. Samuel Burkhard) (A.B. 11), instructor in English 1909-11
- Camp, Ezra John (B.A. 28), Ph. D., University of Chicago, instructor mathematics 1929-32
- Campbell, D. J., principal summer session 1896
- Carter, Kathryn Allen, instructor oratory, physical culture 1906-7
- Charles, Anna Mae (B.A. 51), R.N., M.S., instructor in nursing 1952-
- Charles, Howard Hess (Th.B. 40, B.A. 41), Th.M., religious counselor 1948-50, associate professor of New Testament 1947-
- Clemens, James R. (B.A. 35), M.S.L.S., librarian and instructor in library science 1950-
- †Coble, Myrtle, instructor physical education 1920-21
- Coffman, Fannie E. (Mrs. J. C. Landis), instructor English, Latin 1903-5
- †Coffman, J. S., instructor special Bible term 1899
- Coffman, John E. (B.A. 33, Th.B. 34), assistant librarian and curator Mennonite Historical Library and Museum 1935-42
- Conrad, Lloyd V. (B.A. 38), assistant registrar 1946-54
- Correll, Ernst H., Dr. oec. publ., University of Munich, professor social science, German 1924-28
- Cressman, J. Boyd (A.B. 21), M.A., instructor English 1929-30, librarian 1941-47
- Davis, Ernest P. (B.S. 44), part-time director physical education 1936-41
- DeCamp, Ella, instructor piano 1914-15
- Detweiler, Irvin Rutt (A.B. 11), instructor in Bible 1909-22, acting president 1920-22
- Detweiler, Pearl (Mrs. Chauncey G. Smucker) (B.A. 29), instructor home economics 1929-30
- Dinkeloo, Gerard, instructor public school music methods 1916-23
- Duerksen, John (B.A. 37, Th.B. 38), music, Old Testament 1938-39
- Dunkelberger, Gustav, instructor piano, theory of music 1915-16
- Dunn, Pearl, part-time instructor in elementary education 1938-40
- Eash, Amos M., instructor special Bible term 1922-23
- Ebersole, Amos S. (A.B. 22), instructor of music 1913-22
- †Ebersole, Elvina (Steiner) (Mrs. Amos S. Ebersole), instructor in singing 1917-23
- Ebersole, Frances (Mrs. Fred Burkey), instructor English grammar, elocution 1911-14
- Ebersole, Frank S. (1904), instructor commerce, business manager 1907-12
- †Ebersole, J. Frank (1906), Ph.D., instructor history, economics 1905-8
- Enss, Amy (Mrs. Gustav Enss), instructor French, German 1929-35
- Enss, Gustav, Th.D., professor Bible 1928-34
- Enz, Jacob J., (part time) German 1947-48
- Erb, Alta Mae (Eby) (Mrs. Paul Erb) (A.B. 12), M.A., (part time) education 1940-46
- Erb, Paul, M.A., professor of English 1939-46
- Fischer, Brenda, instructor piano 1903-5
- Fisher, John J. (A.B. 13), M.A., professor philosophy education 1916-23, registrar 1919-21, dean 1921-23
- Fisher, John J., Jr. (B.A. 48), M.A., assistant professor of English 1953-
- Franck, Ira Stoner, M.A., instructor English 1927-29
- French, Claude, (part time) mechanical drawing 1927-28, 1936-39
- Frey, Amanda (B.A. 27), dean of women and matron 1924-26
- Friedmann, Robert (B.A. 43), Ph.D., cultural background of contemp Russia 1940-41
- Gerig, Daniel S., M.A., professor Greek, Latin, German 1900-3, 1905-23, part-time professor economics 1929
- Gillespie, James, instructor history 1913-14
- Gingerich, Lizzie A. (Mrs. W. K. Jacobs), instructor commerce 1898-1900

- Gingerich, Melvin (B.A. 26), Ph.D. State University of Iowa, professor of history 1949-
- †Gingerich, Norman S., principal commerce department 1898-1900
- Gingerich, Roman (B.A. 41), M.A., assistant professor of physical education 1941-
- †Gingerich, Solomon F., Ph.D., University of Michigan, professor of English 1905-12
- †Good, Olivia W. (Mrs. Samuel Honderich), instructor commerce 1900-3
- Good, Viola M. (B.A. 39), M.A., dean of women, assistant professor of education 1937-
- Gordon, Walter Edgar (A.B. 12), Ph.D., State University of Iowa, instructor education 1930-31
- Graber, Chris L., business manager 1924-27, 1933-49, office of public relations 1949-
- Graber, Verna (Mrs. Willard Smith) (B.A. 28), M.A., assistant professor Spanish 1930-
- Grissom, Allan W., instructor in English 1922-23
- Groh, Herbert, instructor in agriculture 1917-18
- Gunden, Lois (B.A. 36), M.A., assistant professor of French and Spanish 1939-
- Gunden, Ralph (B.A. 50), controller 1949-
- Gunden, Ruth (B.A. 52), instructor in physical education 1953-
- Guth, Eunice (Mrs. C. A. Fulmer), assistant instructor piano, music 1918-21
- Haines, S. Ellen, instructor literature, geography 1898
- Hartzler, B. Frank (B.A. 29), instructor in music 1926-30, part-time instructor voice 1936-39, 1940-45, 1948-49
- Hartzler, H. Harold, Ph.D., Rutgers University, professor of mathematics 1937-
- Hartzler, John E., Ph.D., professor of Bible 1910-18, president 1913-18
- †Hartzler, John M., instructor rhetoric 1902
- †Hartzler, Jonas S., business manager, treasurer of Mennonite Board of Education, instructor in Bible and education 1903-18
- Hartzler, Levi (B.A. 35), M.A., assistant professor of English 1940-49, dean of men 1943-49
- †Haven, Robert Rand, instructor in art, mechanical drawing 1903-5
- Herr, Edith Landis, M.A., assistant professor of physical education 1946-
- Herr, Mary E., instructor language elocution 1898
- Hershberger, Guy F., Ph.D., State University Iowa, professor of history and sociology 1925-, dean of men 1931-32
- Hershberger, Irene (B.A. 47), instructor in commerce 1947-48, 1950-
- Hertzler, Ruth (Mrs. Ross Gerber) (B.S. in Ed. 35), instructor in commerce 1935-36
- Hertzler, Silas (A.B. 13), Ph.D., Yale University, professor of education and psychology 1920-, principal of academy 1926-27, registrar 1929-36, director teacher training 1932-
- Hesser, Ernest G., instructor public school music 1910-12
- Hohn, Rynold Barrett, M.A., professor of education 1925-27
- Holdeman, T. H., instructor commerce 1898
- Holtkamp, Otto H., instructor piano, music theory 1917-23
- Hooley, Mary (A.B. 16), preceptress and instructor in English 1915-16, part-time instructor in English 1939-41
- Horst, Ava (Rohrer) (Mrs. Irvin B. Horst), (part time) home economics 1948-49
- Hosmer, F. A., principal Elkhart Institute 1894-95
- †Hostetler, C. K., business manager 1903-8
- Hostetler, Carl M., M.D. (B.A. 33) (B.S. in Ed. 34), college physician 1945-48
- Hostetler, Retha (Mrs. Paul Kauffman) (B.A. 36), assistant registrar 1937-38, secretary to dean 1938-40, part-time instructor in commerce 1937-41
- Hostetler, Robert (B.A. 45), part-time instructor in piano 1945-52
- Hostetler, Ruby (B.S. in Ed. 46), part-time instructor in elementary education 1949-50
- Housour, Alta (B.S. 32), part-time instructor in home economics 1949-50
- Jacobs, Merle (B.A. 48), Ph.D., Indiana University, instructor in biology 1953-54
- †Jacobs, Wellington K., M.D., D.O., instructor in music and commerce 1903-7
- Jantzen, D. F., instructor in German 1900
- †Johns, Daniel J., instructor Winter Bible Term 1901-2
- Jones, Marian (Kauffman) (Mrs. Wade Jones), R.N. (B.A. 41), college nurse 1939-41
- Kanagy, Minnie (A.B. 22), instructor in home economics 1924-25
- †Kanagy, Simon M., special Bible instructor 1927-28
- Kauffman, Anna H. (Mrs. A. M. Hess) (1904), M.A., instructor in English, grammar, geography 1908-10
- †Kauffman, Daniel, instructor in Short Bible Term 1899-1902, president 1922-23
- Kauffman, J. Howard (B.A. 47), M.A., assistant professor in sociology and economics 1950-
- †Kauffman, Ira, instructor in Elkhart Institute (summer session) 1898
- Kauffman, Stella (Mrs. Otto Binkele) (B.A. 34), librarian 1938-42
- Kauffman, Verda (Lambright) (Mrs. J. Howard Kauffman) (B.A. 43), part-time instructor in home economics 1947-49

- Keller, Isaac Clayton, professor of English and public speaking 1917-20
- Kelly, Dr. W. R., part-time instructor in health, hygiene 1935-36
- Kimmel, Mrs., instructor in cello 1939-40
- King, Samuel M., M.A., part-time instructor psychology and education 1928, 1936, director of public relations 1953-, instructor in social psychology 1954-
- Klopfenstein, Mary Pearl (Mrs. Glen Miller), M.A., instructor in English and speech 1925-27, 1932-36
- Knopf, Rev. Frank E., instructor in English, literature, foreign languages 1895-97
- †Kolb, Abram B., instructor in music 1895-1903
- Kolb, Myrtle (Mrs. Gordon Liechty) (B.A. 37), dietitian 1939-42
- Kreider, Amos E. (A.B. 15), B.D., business manager 1922-23, assistant professor of Old Testament 1917-23
- Kreider, Carl (B.A. 36), Ph.D. Princeton University, dean 1944-, professor of economics 1940-, acting president 1950-51
- Kreider, Mrs. Carl (Mary Evelyn Burkholder) (B.A. 36), part-time instructor in home economics 1943-44
- Kreider, Noble, part-time instructor in piano 1927-53
- Kreider, Robert, Ph.D., visiting professor history and political science summer 1953
- Kraus, C. Norman (B.A. 46), Th.M., assistant professor of Bible 1951-
- Kulp, Nancy B. (Mrs. Arthur Gilliom) (1904), instructor in commerce 1904-11
- Kurtz, Jonathan M., A.M., instructor in science and German 1903-4, professor physics and chemistry 1906-23
- Landis, Alice Maud (Mrs. John Umble), instructor in music 1902-4
- †Lapp, George J. (A.B. 13) (B.D. 47), president 1918-19, professor in Old Testament and director of Bible correspondence 1946-51
- Leaman, Bertha (A.B. 21), assistant to registrar and instructor in history 1921-23
- †LeFevre, Emma D. (Mrs. N. E. Byers), instructor in arithmetic and grammar 1898-99
- †Lehman, Daniel A., M.A., principal of academy 1906-26, professor of mathematics and astronomy 1906-35, part-time instructor in education 1937-38, professor emeritus 1935-42
- Lehman, Martin Clifford (A.B. 14, M.A. 15), Ph.D., Yale, instructor in education and philosophy 1935-38
- Lenhart, Lena, instructor in French 1900-3
- †Lhamon, Thomas P., instructor in commerce 1894-97
- Liechty, Russell (B.A. 53), assistant dean of men 1953-
- Ligo, Ida, instructor in English 1920-21
- Loucks, Gladys (Mrs. I. E. Burkhart) (B.A. 25), dean of women 1926-27
- Lynch, W. O., instructor 1898
- Malloch, Alta Maud, M.A., professor Latin and French 1924-26
- Martin, Edward F., business manager 1927-32
- Martin, Martha L. (A.B. 15), instructor in education 1919-21
- Massanari, Karl L. (B.A. 36), Ed.D., University of Illinois, professor of education 1948-, acting dean 1952-
- †McCoy, Opal, instructor in music 1916-18
- McDonald, Jessie, instructor in music 1905-6
- McFarland, Mabelle (Mrs. Robert McFarland), instructor in commerce 1935-38
- Mendenhall, Maude (Weaver) (Mrs. Owen F. Mendenhall) (B.A. 33, B.S. in Ed. 38), instructor in elementary education 1938-39
- Metzler, Mabel (Mrs. Adin Miller) (A.B. 23), instructor in home economics 1925-26
- Meyer, Jacob C. (A.B. 16), Ph.D., Harvard, assistant professor in history and economics 1922-23
- Micks, Judson A., instructor in voice culture 1908-10
- Miller, Daniel D., instructor Winter Bible Course 1904 ff.
- Miller, Ernest E. (B.A. 17), Ph.D., New York University, associate professor of education 1939-40, president 1940-54, professor of education 1940-
- Miller, Fyrne Anna (Mrs. Jonathan G. Yoder) (B.S. 30), instructor in home economics 1930-33
- Miller, Glen R., Ph.D., State University of Iowa, professor of chemistry 1925-
- Miller, John Wolf (B.A. 48), M.A., Th.D., (Cand.), instructor in Old Testament 1953-
- Miller, Katherine Elizabeth (Mrs. John J. McCarthy) (B.S. in Ed. 36), (part time) elementary education 1936-37
- Miller, Orie O. (A.B. 15), principal school of business and instructor in commerce 1912-15
- Miller, Paul M. (B.A. 49), B.D., instructor in practical theology 1952-
- Miller, Payson (A.B. 18), instructor in history and civics 1919-20
- Miller, Perry J., M.A., (part time) spring session instructor education 1948-50
- Miller, Ruth (Blosser) (Mrs. E. E. Miller) (A.B. 17), instructor English 1919-20
- Mininger, Paul (B.A. 34), Ph.D., University of Pennsylvania, religious counselor 1940-54, professor of Christian education 1937-, president 1954-
- Mosemann, John H., Th.M., assistant professor practical theology 1946-, pastor college congregation 1950-

- Mosemann, Orpah B., R.N., B.S., in Nursing, and director of School of Nursing 1950-
- Munsell, Leila G., instructor in music 1900-2
- Nafziger, Mary Katherine (B.A. 47), M.A., assistant professor of education 1950-
- Oyer, Mary Kathryn (B.A. 45), M.A., assistant professor of music 1945-
- †Oyer, Noah, A.B., Th.B., dean College, and Bible School 1924-31, professor Bible 1924-31
- Park, Maxwell G., assistant professor of education 1922-23
- Pepple, George, (part time) business law 1940-41, 1946-47
- Pickett, Miss, violin 1938-39
- Plummer, Beatrice Hubbell, music 1904-5
- Raber, Chester Alden (B.A. 50), B.D. religious counselor 1954-
- Reist, Henry Frank (1904), president 1918-20
- Rich, Olive (B.A. 49), M.N., instructor in nursing 1953-
- Rodman, Orville T., M.A., English 1924-25
- Roose, Phyllis (B.A. 46), M.A., dietitian and instructor in home economics 1947-
- Royer, Isaiah W., instructor in Bible 1905-9
- Royer, Mary Neuhauser (B.A. 30), Ph.D., Ohio State University, dean of women 1933-38, professor of education 1933-
- Schenck, Stanley, M.A., (part time) algebra 1945-46, elementary education 1949-50
- Schrock, Alta E., Ph.D., University of Pittsburgh, professor of biology 1946-
- Schrock, Homer W., principal school of business 1915-16
- Shank, Josephus W. (A.B. 10), (part time) Spanish 1941-42
- Shantz, Edna (B.A. 48), M.A., assistant professor of home economics 1950-
- Shenk, Lydia Frances (Mrs. Charles Shank), M.A., instructor French 1930-40, 1943-44
- †Shetler, Samuel G., instructor special Bible term 1898-1903
- Shoemaker, Mildred, R.N., nursing education 1950-52
- Showalter, Ada, M.A., (part time) diet therapy 1951-52
- Showalter, Marguerite (Mrs. F. A. Conrad), instructor physical culture 1909-11
- Slabaugh, John F. (A.B. 17), professor of art 1924-27
- †Slate, Mrs. Ina K. (B.A. 36), instructor public school art 1916-23
- †Smith, C. Henry, Ph.D., University of Chicago, dean 1909-13, professor of history and social science 1906-13
- Smith, J. Harold (B.A. 32), M.A., associate professor of English 1949-54
- Smith, Mildred (Risdon) (Mrs. J. Harold Smith) (B.S. 35), instructor English 1949-50
- Smith, Willard Harvey (B.A. 28), Ph.D., Indiana University, professor of history and political science 1929-
- Smoker, Mayme (Mrs. Everett Miller), violin 1917-18
- Smucker, Arthur (B.A. 49), Ph.D., University of Illinois, assistant professor of chemistry 1953-
- †Smucker, Boyd D., M.O., director of School of Oratory 1907-13
- Snapp, Dorothy (Mrs. Don McCammon) (B.A. 44), (part-time) commerce 1944-46
- Sommers, Elaine (Mrs. Ronald Rich) (B.A. 47), instructor in English 1947-53
- Sovine, Tom, (part time) education 1944-45
- Springer, Nelson (B.A. 41), M.S., assistant librarian 1949-
- Sprunger, Arthur (A.B. 22), M.A., part-time instructor in art 1928-
- †Stahly, Ernest, M.A., (part time) introduction to social work 1948-49
- Stalter, Miriam (Mrs. Howard Charles) (B.S. in Ed. 41), instructor in education 1945-48
- Stangland, Roscoe C., (part time) agriculture 1949-50
- Steele, Russell Ray, professor of English 1921-23
- †Steiner, Elvina (Mrs. Amos Ebersole), instructor in singing 1917-23
- Stoltzfus, Gladys (B.A. 49), instructor in commerce, English
- Stucky, Doris (Mrs. Royce Engle) (B.A. 41), (part time) commerce 1941-42
- Stutzman, Jesse (A.B. 11), professor of agriculture 1915-17
- Sudermann, Hilda (Byler) (Mrs. Jacob Sudermann), (part time) music 1934-35
- Sudermann, Jacob (B.A. 32), M.A., associate professor German 1939-48
- Swartzendruber, Dale, M.S., instructor in agriculture 1953-54
- Swartzendruber, Jacob F. M.A., assistant professor of education and director of visual education 1952-
- Thomas, Helen, instructor elocution 1905-6
- Thut, Benjamin Frank, M.D., instructor astronomy, biology, physical science 1904-6
- Thut, John B. (A.B. 23), instructor music 1922-23
- Tieszen, Dirk Vivian, M.S., instructor physical science 1928-30
- Tower, Willis E., instructor natural science, mathematics 1895-98
- Troyer, D. J., instructor science, education 1897-98
- Troyer, Fern (Mrs. Frederick Erb) (B.A. 49), instructor commerce 1949-50
- Umble, John S. (1905), M.A., professor of English and speech 1925-54, director of alumni relations 1938-52, professor emeritus

- Umble, Roy H. (B.A. 35), Ph.D., Northwestern University, professor of speech 1946-
- Unsell, David H., M.S., professor physical science 1924-25
- Van Pelt, Forest E., (part time) agriculture 1941-45
- Walter, Ort L., M.A., (part time) education 1929-30, 1935-36
- Warye, Alma R., (Mrs. J. J. Fisher) (A.B. 18), instructor in English 1920-23, acting dean of women 1922-23
- Watson, Edna, part-time instructor music 1901-2
- Weaver, Abraham E., M.A., professor of education 1924-26
- Weaver, Arthur (B.A. 47), (part time) commerce 1947-49
- Weaver, Carolyn (Mrs. Paul Hertzler) (B.A. 46), part-time instructor in piano 1947-49, 1953-
- Weaver, Christine (B.A. 44), instructor home economics, dietitian 1945-48
- †Weaver, Elnora (Kauffman) (Mrs. J. E. Weaver) (A.B. 13), A.M., instructor in history 1916-17
- Weaver, John E. (A.B. 14), A.M., instructor commerce 1910-21, business manager 1918-21
- Weaver, U. Grant, M.A., instructor history, social science 1927-33, principal of academy 1927-33
- Weaver, Vinora (Mrs. Earl Salzman) (A.B. 18), instructor shorthand 1920-21
- Weaver, William B. (A.B. 14), A.M., instructor history, social science 1912-22
- Weldy, Dwight E. (B.S. in Ed. 40), M.A., assistant professor of music 1948-
- †Wenger, Amos D., instructor special Bible term 1900-3
- Wenger, John C. (B.A. 34), Th.D., University of Zurich, professor of theology and philosophy 1938-
- White, Neva Lois (B.A. 44), A.B.L.S. assistant librarian 1945-50
- Whitmer, Paul E. (1905)^o, B.D., professor of Bible 1908-11, professor of English 1911-16, dean 1913-16
- Widmer, Esther M., R.N. (B.A. 37), director of nursing service, Elkhart General Hospital 1950-
- Wilson, Rose A., instructor elocution, physical culture 1899-1900
- Winey, Lois (B.A. 36), M.A., assistant professor of commerce 1937-
- Winter, John E., A.M., professor philosophy and education 1913-15
- Wismar, Mary, dietist 1921-22
- Witmer, Edith M., M.A., professor of home economics 1926-29
- Witmer, Mildred (B.A. in Ed. 42), M.A., assistant professor of education 1948-49
- Witmer, Sana (Troyer) (Mrs. S. W. Witmer) (A.B. 14), instructor biological science 1927-33
- Witmer, S. W. (A.B. 14), Ph.D., Indiana University, registrar 1921-29, professor of biology 1915-
- Wyse, Olive (B.A. 26), Ed.D., Teachers College Columbia University, professor of home economics 1926-
- Yoder, Anna E., instructor elocution, physical culture 1903-6
- Yoder, E. LaVerne (Mrs. Carl M. Hostetler) (B.A. 34), M.A., instructor in English, physical education 1936-42
- †Yoder, Edward, Ph.D., University of Pennsylvania, professor of Greek and Latin 1926-28, 1933-37, dean of men 1935-37
- Yoder, Edwin J., business manager 1931-33
- Yoder, Frank E., (part time) business law 1947-48
- Yoder, Huber (B.S. 38), (part time) education 1947-48
- Yoder, Jonathan G. (B.A. 27), M.D., instructor mathematics, physical science 1927-29
- Yoder, Joseph W., instructor in English literature, history, Greek 1900-1
- Yoder, Leroy (B.S. in Ed. 39), M.A., (part time) education 1947-49
- †Yoder, Roland, Ph.B., instructor economics and commerce 1929-34
- Yoder, Samuel A. (B.A. 28), Ph.D., Indiana University, professor of English 1930-35, 1946-
- Yoder, Sanford C., B.D., S.T.D., Gordon Divinity School, Gordon College of Theology and Missions, president 1924-40, professor of Bible 1924-51, director of Bible correspondence 1951-, president emeritus
- Yoder, Walter E. (B.S. in Ed. 33), M.Mus., assistant professor of music 1931-
- Zehr, Viola (Mrs. Hugh King) (B.A. 43), (part time) commerce 1943-44
- Ziegler, Curtis (A.B. 13), (part time) education 1947-48
- Zimmerman, Lester Jay (B.A. 47), M.A., instructor chemistry 1947-
- Zimmerman, Verna M., R.N. (B.A. 45), M.A., assistant professor of nursing, assistant director of School of Nursing 1951-
- Zook, Ephraim J., M.A., professor of Latin, Greek, French 1903-23, librarian 1905-23
- †Zook, Lina (Mrs. J. A. Ressler), instructor in Bible 1901-3
- Zook, Vesta (Mrs. Arthur Slagel) (A.B. 15), dean of women 1916-23, assistant professor home economics 1916-23

Appendix B

Land Owned and Acquired by the Elkhart Institute Association and Mennonite Board of Education

The original plot purchased in Elkhart as a location for the Elkhart Institute Building was lots Seven and Eight in Mather's South Side Addition in Elkhart on the west side of Prairie Street. The Association sold the lots and the building to the Mennonite Brethren in Christ on October 1, 1903, for \$6,000.

The purchases in Goshen in 1903 included the West Parkside Addition consisting of lots on both sides of Lafayette Avenue west of South Main Street and lots in the Parkside Addition extending north beyond Franklin Street. This was purchased from the Interurban Land Company on May 19, 1903, for \$6,800. The Elkhart Institute Association also purchased eleven acres north of College Avenue for \$4,700. The old campus containing the older buildings and lying between College Avenue on the north, the New York Central tracks on the east, and South Main Street on the west and containing nine and seventy-nine hundredths acres was purchased from the Shoup heirs for \$3,500. The land north of College Avenue had been laid out in lots and was intended to be a fashionable subdivision. Eighth Street was eighty-two and one-half feet wide. The addition was replotted and some of the lots made smaller to provide additional streets. The Mennonite Board of Education sold these lots to pay for building operations and running expenses. Some of them were sold after 1924.

Additions to the Campus

Date	Area Acquired
1929	Three-acre plot south of old campus first leased and then purchased for recreation and athletic field.
1940	Three plots (.427, .933, and .443 acres) between South Main Street and the New York Central tracks—former right of way of the Winona Electric Railway—purchased for \$600.
1941	Two-acre plot on Elkhart River Reservoir for student recreation (donated by faculty members).
1944	1. Four lots bounded on the east by South Main Street and on the south by High Park Avenue—for contemplated building expansion. 2. Alshouse ice-house property—several hundred added feet of frontage on river for recreational purposes. 3. Thirteen and one-half acres on the west side of Indiana State Road 15 and south of the road running to the dam and cabin to be used for landscaping and recreational purposes only.
1946	1. Five acres south of campus for College Union and parking area. 2. Two lots northeast corner of High Park Avenue and Lawndale Place.
1952	1. Six lots west of the College on Lawndale Place and north of High Park Avenue for building expansion. 2. Seven acres east of New York Central Railroad tracks for recreation.
1953	Two acres east of college church cabin for trailer park.
1954	Seventy-nine and seven-tenths acres—Theodore Dierdorff farm for buildings, farm program, athletics.

Appendix C

Buildings Erected or Acquired by or for Goshen College

Date	Name of Building
1903	East Hall erected in summer.
1903-4	Administration Building finished in January 1904.
1906	Kulp Hall erected.
1915-16	Science Hall erected.
1916	East Hall relocated, renamed North Hall.
1921	Gymnasium erected-wooden construction.
1929	John S. Coffman Hall erected.
1930	Kulp Hall rebuilt and enlarged.
1936	South Cottage purchased and remodeled.
1939	Health Center erected.
1940	Memorial Library erected.
1941	1. Coffman Hall Annex erected. 2. College Cabin gift of Class of 1941.
1944	1. House and lot—1413 South Eighth Street—purchased. 2. West Cottage—1701 South Main Street—purchased.
1945	Heating Plant erected.
1946	1. South Cottage relocated and remodeled. 2. Men's Quadrangle erected.
1947	House and lot—1613 South Eighth Street—purchased.
1948	1. House and lot—1133 South Eighth Street—purchased. 2. Twelfth Street House. Gift on annuity plan. (Sold)
1947-50	College Union erected.
1950-52	Westlawn Residence Hall for Women.
1952	1. House and three lots—1609 South Eighth Street—purchased. 2. Home Management House—1703 Lawndale Place—purchased.
1953	Kulp Hall-Westlawn Social Room constructed.
1954	1. House and three lots—1619 South Ninth Street—purchased. 2. Observatory on north end of trailer site.

Appendix D

List of Goshen College Representatives in Intercollegiate Contests Since 1939

Intercollegiate Peace Association

<i>Year</i>	<i>Contestant</i>	<i>Place in State Contest</i>
1939	Charles Ainlay	first (also first in national)
1940	Samuel Miller	third
1941	Eugene Collins	third
1942	Millard Lind	fourth
1943	Art Weaver	third
1944	Harold Bauman	second (first in national)
1945	Elaine Sommers	second
1946	Don Berry	third
1947	John Howard Yoder	first
1948	Mac Cripe	first (fourth in national)

Intercollegiate Peace Speech Association

1949	Willard Krabill	first in men's oratory
	Albert Meyer	second in men's extempore
	Ethel Reesor	second in women's oratory
	Alice Foote	second in women's extempore
1950	Richard Hostetler	first in men's extempore
	Albert Meyer	second in men's oratory (sixth in national)
	Tina van der Laag	first in women's oratory
	Doris Liechty	second in women's extempore
1951	Lois Meyer	second in women's oratory
	Beth Centz	second in women's extempore
	Edgar Metzler	fourth in men's oratory
	Bob Hershberger	fourth in men's extempore
1952	Paul Verghese	first in men's extempore
	Beth Centz	tied for first in women's oratory
	Friedrich Krause	second in men's oratory
	Patricia Lerch	second in women's extempore
1953	Tom Diener	first in men's oratory
	Bonnie Brunk	second in women's oratory
	Hans Hillerbrand	men's extempore
	Rita Clemens	women's extempore
1954	Tom Diener	first in men's extempore
	Margaret Jantzi	second in women's extempore
	Richard Graber	third in men's oratory
	Nancy Bender	fourth in women's oratory

Goshen Representatives in the Indiana State Contest in the Interstate Oratorical League

1947	Nicholas McKinney (Mac) Cripe	first in state
1948	Paul Hertzler	
1949	Harold Yoder	
	Emma Sommers	
1950	Ernest Martin	
	Twila Hostetler	
1951	LeRoy Kennel	
	Patricia Lerch	
1952	Hans Hillerbrand	first in state first in national
	Darlene Metzler	
1953	Friedrich Krause	
	Mary Ellen Yoder	
1954	David E. Yoder	
	Rita Clemens	

Appendix E

List of Books and Booklets Written by Present Members of the Faculty of Goshen College, with Name of Publisher, Place and Date of Publication

- H. Clair Amstutz, *So You're Going to Be Married*, Herald Press, Scottdale, Pa., 1952, 82 pp.
Becoming Parents, Herald Press, Scottdale, Pa., 1952, 87 pp.
- H. S. Bender, *Two Centuries of American Mennonite Literature; a Bibliography of Mennonitica Americana, 1727-1928*, Mennonite Historical Society, Goshen, 1929, 181 pp.
A Manual for Students . . . Unit I: Old Testament Law and History, Mennonite Publishing House, Scottdale, Pa., 1936, 101 pp.
Menno Simons' Life and Writings, a Quadricentennial Tribute 1536-1936, Mennonite Publishing House, Scottdale, Pa., 1936, 110 pp.
Mennonite Sunday School Centennial 1840-1940 Mennonite Publishing House, Scottdale, Pa., 1940, 63 pp.
Mennonite Origins in Europe, Mennonite Central Committee, Akron, Pa., 1942, 71 pp.
Must Christians Fight, A Scriptural Inquiry (In collaboration with Jesse W. Hoover and Edward Yoder), Mennonite Central Committee, Akron, Pa., 1943, 68 pp.
The Anabaptist Vision, Mennonite Historical Society, Goshen, 1944, 24 pp.
The Life and Letters of Conrad Grebel, Mennonite Historical Society, Goshen, 1950, 326 pp.
- Irvin E. Burkhardt, *The World Goal of Bible Missions*, Mennonite Publishing House, Scottdale, Pa., 1940, 201 pp.
The Menace of the Movies, Mennonite Publishing House, Scottdale, Pa., 1940, 30 pp.
- Howard H. Charles, *Before You Decide. A Quest of Christian Youth in an Age of Violence*, Mennonite Central Committee, Akron, Pa., 1948, 70 pp.
- Melvin Gingerich, *The Mennonites in Iowa*, Iowa State Historical Society, Iowa City, Iowa, 1939, 419 pp.
Who's Who Among the Mennonites (coeditor Abram Warkentin), Bethel College Press, North Newton, Kans., 1943, 428 pp.
Service for Peace: A History of Mennonite Civilian Public Service, Mennonite Central Committee, Akron, Pa., 1949, 508 pp.
Youth and Christian Citizenship, Herald Press, Scottdale, Pa., 1949, 204 pp.
What of Noncombatant Service. A Study of Alternatives Facing the Conscientious Objector, Peace Problems Committee, Scottdale, Pa., 1949, 48 pp.
- Guy F. Hersberger, *Nonresistance and the State: The Pennsylvania Quaker Experiment in Politics 1682-1756*, Mennonite Publishing House, Scottdale, Pa., 1936, 48 pp.
Can Christians Fight? Essays on Peace and War, Mennonite Publishing House, Scottdale, Pa., 1940, 180 pp.
Christian Relationships to State and Community, Mennonite Central Committee, Akron, Pa., 1942, 108 pp.
War, Peace, and Nonresistance, Herald Press, Scottdale, Pa., 1944, 415 pp.
The Mennonite Church in the Second World War, Mennonite Publishing House, Scottdale, Pa., 1951, 308 pp.
War, Peace, and Nonresistance (Revised edition), Herald Press, Scottdale, Pa., 1953, 375 pp.
- Silas Hertzler, *The Hertzler-Hartzler Family History*, The Economy Printing Concern, Berne, Ind., 1952, 773 pp.
The Rise of the Public High School in Connecticut, Warwick and York, Baltimore, Md., 1930, 258 pp.
- Carl Kreider, *The Anglo-American Trade Agreement, A study of British and American Commercial Policies, 1934-1939*, Princeton University Press, Princeton, N.J., 1943, 270 pp.
- Paul M. Miller, *The Prayer Veiling; An Expository Study of I Corinthians 11:2-16*, Indiana-Michigan Mennonite Conference, Goshen, 1953, 24 pp.
- Willard H. Smith, *Paraguayan Interlude* (with the collaboration of Verna Graber Smith), Herald Press, Scottdale, Pa., 1950, 184 pp.
Schuyler Colfax; the Changing Fortunes of a Political Idol, Indiana Historical Bureau, Indianapolis, 1952, 475 pp.
- John Umble, *Mennonite Pioneers*, Mennonite Publishing House, Scottdale, Pa., 1940, 211 pp.
Ohio Mennonite Sunday Schools, Mennonite Historical Society, Goshen, 1941, 522 pp.
Golden Anniversary Alumni Directory, Goshen College, Goshen, 1951, 265 pp.
- John Christian Wenger, *History of the Mennonites of the Franconia Conference*, Franconia Mennonite Historical Society, Telford, Pa., 1937, 523 pp.

- Ibid.*, Doctor of Theology edition, Press of the Mennonite Publishing House, Scottdale, Pa., 1938, 523 pp.
- Glimpses of Mennonite History*, Mennonite Publishing House, Scottdale, Pa., 1940, 126 pp.
- Christ, The Redeemer and Judge, Brief Studies in the Revelation for Young People*, Herald Press, Scottdale, Pa., 1942, 108 pp.
- Christianity and Dress*, Herald Press, Scottdale, Pa., 1943, 28 pp.
- Historical and Biblical Position of the Mennonite Church on Attire*, Herald Press, Scottdale, Pa., 1944, 32 pp.
- Glimpses of Mennonite History and Doctrine*, Herald Press, Scottdale, Pa., 1947 (Reprinted 1949), 258 pp.
- The Doctrines of the Mennonites*, Mennonite Publishing House, Scottdale, Pa., 1950 (Reprinted 1952), 160 pp.
- Can a Thinking Man Be a Christian? A Theistic Critique of the Humanist Manifesto*, Herald Press, Scottdale, Pa., 1950, 21 pp.
- Separated unto God, A Plea for Christian Simplicity of Life and for a Scriptural Nonconformity to the World*, Mennonite Publishing House, Scottdale, Pa., 1951 (Reprinted 1952), 350 pp.
- Clear Thinking About Courtship*, Herald Press, Scottdale, Pa., 1952, 21 pp.
- Introduction to Theology, An Interpretation of the Doctrinal Content of Scripture, Written to Strengthen a Childlike Faith in Christ*, Herald Press, Scottdale, Pa., 1954, 418 pp.
- Samuel A. Yoder, *Middle-East Sojourn*, Herald Press, Scottdale, Pa., 1951, 310 pp.
- Sanford Calvin Yoder, *Brief Outline in Bible Study*, Mennonite Publishing House, Scottdale, Pa., 1926, 228 pp.
- For Conscience Sake*, Mennonite Historical Society, Goshen College, Goshen, 1940 (Reprint 1945 by Herald Press), 330 pp.
- Down South America Way*, Herald Press, Scottdale, Pa., 1943, 148 pp.
- Poetry of the Old Testament*, Herald Press, Scottdale, Pa., 1948 (Reprint 1952), 426 pp.
- Eastward to the Sun*, Herald Press, Scottdale, Pa., 1953, 221 pp.
- Horse Trails Along the Desert*, Herald Press, Scottdale, Pa., 1954, 182 pp.
- Walter E. Yoder, *Favorite Selections for Male Voices* (Editor with John P. Duerksen), Herald Press, Scottdale, Pa., 1945, 30 pp.
- Junior Hymns for Juniors in Church*, Herald Press, Scottdale, Pa., 1947, 136 pp.
- Songs of the Church* (Editor), Herald Press, Scottdale, Pa., 1953, 251 pp.

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The Author

John Umble was born of Amish parents in Union County, Pennsylvania, in 1881. He attended elementary schools in central Kansas and western Ohio. Because of his mother's plea (as he learned years later) to "let Johnnie go to high school," he became the first Amish Mennonite child to attend high school in Logan and Champaign counties, Ohio. Graduating from high school at the head of his class, he entered, again as a result of his mother's plea, the Elkhart Institute in the fall of 1899 and was a member of the first class of six to graduate from the Latin-Scientific course. In 1904, after attending the University of Wooster and teaching school for several years, he returned to Goshen College to complete the junior college course. After graduating from Northwestern University in 1906 he was elected head of the German department and football and basketball coach at Mt. Vernon (Indiana) High School. He transferred to South High School in Akron, Ohio, in 1909 but left there in 1913 to return to his former home at West Liberty, Ohio, in order to retain active connection with the Mennonite Church. During the next few years he participated in local and state-wide Sunday-school activities and was elected historian of the Ohio State Sunday School Conference. In 1925 he was elected professor of English language and literature at Goshen College, and served the institution and its alumni association until his retirement in August of this year. He is the author of *Mennonite Pioneers* (1940) and *Ohio Mennonite Sunday Schools* (1941) and as one of the associate editors of *The Mennonite Quarterly Review* has written numerous articles on Amish life, history, and customs.

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